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ABSTRACT

This guide lists 24 accredited colleges and universities that offer degrees through correspondence courses. The colleges and universities are listed in alphabetical order. Each listing includes the following: name of the institution, a short history, the regional accrediting body by which it is accredited, a brief introduction about how each degree program works, the address, telephone number and (in most cases) the name of the person to contact at each college or university. In addition, the guide presents information on selected courses for independent study, financial aid, testing out of course requirements, and work force knowledge. The following colleges and universities are listed: the American College; California Institute of Integral Studies; California State University; Electronic University Network (Heriot-Watt University of Edinburgh, Scotland); Embry-Riddle Aeronautical University; the Fielding Institute; Goddard College; University of Idaho; Lesley College; Liberty University; Mind Extension University; University of Oklahoma; Ottawa University; Regis University; Rogers State College; State University of New York, Empire State College; Saybrook Institute; Teachers College of Columbia University; the Union Institute; the University of the State of New York, Regents College; Vermont College; Thomas Edison State College; Ohio University; and Colorado State University. (KC)

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ED 380 662

The Easy Guide To Accredited Degrees Through Correspondence

Earn your Associates, Bachelors, Masters or Ph.D. from accredited Colleges and Universities across the United States, while you study at home.

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By; Nancy Lydia Taji
Bachelor of Science from
The University of the State of New York

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FORWARD

When those of us contemplate going to a college or a university, our minds become flooded with questions, such as: "Which school should I attend?; What type of degree am I going to obtain?; Am I eligible for financial aide; How expensive will it be." These questions require answers. It is unlikely that any one person at a college or university will be able to answer all of your questions. Learning where to go and who to speak with and what paper to fill out can be an education in itself. Many of us are not that lucky, to know exactly what we want to get our degree in. Sometimes lifes circumstances dictate more toward the degree that would best suit us rather than what we actually want. To begin earning a college degree requires an extensive blueprint. The blueprint might change as you climb the educational ladder, but the foundation remains the same. Those foundations include English, science, humanities, language and math.

Single parents, welfare recipients, senior citizens and those who have some physical handicap or are working full-time, feel ostracized from the traditional college circuits. Many of us know only to seek out schools in our immediate vicinity, or not too far from home. If we cannot find a college or university to commiserate with our circumstances and goals all is lost, right?

Wrong!

The ideal study program for most of us outcasts would be one where we could study at home and get college credits, or even better eventually get an actual degree that way. Why don't colleges and universities that don't have independent study/degree programs inform us forlorn folks about those other accredited schools that do offer such programs? There can only be two answers to that question,; First, they are not aware that any programs of the nature exist, or second, they might know about them, but it would be to their university's detriment to inform you, although there are several books currently published on the subject of correspondence degrees right on the shelves of the university's library.

The old saying, that if it seems too good to be true, it is, does not apply. Anything worth having requires diligence and hard work, perseverance and hope. Weather you study at home or in a study hall, studying is a must. Although many correspondence courses offer an eight week to one year limit per course completion, it can be very tempting to slack off. Frequent correspondence with the teacher either by mail or by phone helps a great deal in knowing what material you must concentrate on. Do not hesitate to ask questions. Student to teacher communication is an integral part of the educational process. It is possible to just obtain the course book, study the material, and test out in

the presence of a proctor without ever corresponding with your professor, but you are doing a disservice to yourself. A good grade point average is a ticket to a better future. If you're allotted six months to complete a course, then use that time to your advantage and get as much information from the instructor as possible. Asking and formulating questions is the recipe to a successful future. A young girl in a college algebra class, mocked me because I asked so many questions in class. I received an "A," and she dropped the class before the final exam.

Depending on what field you choose to study, if a lab is required, then you need to attend a laboratory session near your home at a local college or university. Science is a difficult field to learn solely at home, however there are many fields of study that can be successfully mastered through correspondence.

I have structured the format of this book to list the colleges and universities in alphabetical order. Each chapter begins with the name of the institution, a short history on it's inception, the section of the United States it is accredited by, and the degrees that are offered. There is a brief introduction about how each independent degree program works, the address, telephone, and in most cases the person to contact at the college or university.

It would add extreme monotony to the book to include each course and course description pertaining to the various degrees offered through every school listed. The course fees and tuition fees are also omitted for the reason that many people will find a degree program that best suits them, but when they see the course cost and tuition fees they automatically look for another school.* Do not let the price of any course cost deter you from the degree that you want, until you have thoroughly exhausted all possibilities of financial aid, scholarships, loans and employers possible tuition reimbursement.

There are no judgements made as to one school being superior to another. The scope of this book is to inform the reader of the wide variety of educational opportunities that exist throughout our great nation through independent study and correspondence, to bring hope to those who have had too many doors close on them and to offer insight in choosing the degree program that best suits his/her circumstances.

There is a great deal of information to be assimilated in the following chapters. Take your time, read it and re-read it. Let it whet your educational appetite. If there are ten degree programs that interest you, then contact that college/university or institute and get as much information on that program as you can.

If I have omitted any colleges or universities that offer degrees through independent study, I deeply apologize.

If you know of others not mentioned here, please write and inform me.

Enjoy reading, good luck and God Bless

* Note (The last chapter includes approximate tuition for a variety of courses which are not directly affiliated with any particular program.)

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Associate in Arts

Associate in Science in the following fields;

Applied Science in Radiologic Technology, Management, Natural Sciences and Mathematics, Public and Social Services, Applied Science and Technology.

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The American College
270 S. Bryn Mawr Avenue
Bryn Mawr, Pennsylvania 19010
(610) 526-1478

The American College was founded in 1927, and is located in Bryn Mawr, Pennsylvania. The Solomon S. Huebner School, named for the College's founder, offers the CLU (Chartered Financial Consultant) designation for persons seeking the skills to provide comprehensive financial planning services.

The American College is an independent, nonprofit institution and is accredited by the Middle States Association of Colleges and Schools.

The American College offers a graduate degree in Management and Financial Services. The college offers professional certification and MBA's seeking career growth in today's competitive business arena. The college's educational approach is non-traditional. Courses are developed by resident faculty and taken by thousands of students across the nation and abroad who study independently or in local classes. Final examinations are administered at local Examinations on Demand Computerized Testing Center. The Graduate School of Financial Sciences offers the course of study leading to the Master of Science in Financial Services Degree. The Richard D. Irwin Graduate School of Management offers the courses of study leading to the Master of Science in Management Degree.

There are two one-week residency sessions held on campus, at the Gregg Conference Center, That are a key part of the degree.

The American College's MSFS is designed for financial service professionals. It combines the convenience of distance learning with indispensable student/faculty interaction that comes with on campus resident study.

The curriculum emphasizes problem solving, analytical and communications skills in coursework, and an independent research and writing project. Each distance course concludes with a computerized objective examination that students can take at their own convenience in a nationwide network of test centers. Flexible scheduling, with course load determined according to individual preferences, permits students to set their own pace in planning their program.

The highlight of the program is the residency, consisting of two one-week sessions. The first week should be completed in the early phase of study while the second is the capstone of the thirty-six credit hour program.

All coursework is based on high quality, up-to-date, study guides and readings developed by the American College faculty and published by the college. These may be augmented by

recommended textbooks from other publishers, providing a unique, balanced learning experience. This study agenda is ideal both for students who chose to work alone and for those who prefer instruction in a local class sponsored by the American Society of CLU 7 ChFC or other industry groups.

The degree requires thirty credits of which twenty-four are earned through off-campus, distance study and twelve through residency study and through independent research project.

California Institute of Integral Studies
765 Ashbury Street
San Francisco, California 94117
(415) 753-6100

Status and Heritage

The California Institute of Integral Studies in a nonprofit, nonsectarian graduate school located in San Francisco. It is accredited by the Western Association of Schools and Colleges.

The school was founded in 1968 by Haridas Chaudhuri and was originally known as the California Institute of Asian Studies. In 1980 the name was changed to California Institute of Integral Studies to indicate the Institute's commitment to a unifying version of humanity, nature, world and spirit. The use of the term "integral" stems from the integral yoga of Sri Aurobindo (1872-1950), poet, philosopher, political activist, and sage of India, and from the integral philosophy, psychology, and yoga of Dr. Chaudhuri, who extended Aurobindo's work.

The integral perspective is non-dual, multidimensional holistic and evolutionary. Integralism suggests an approach to life that focuses on completeness rather than fragmentation. This academic vision emphasizes the unity of aspects which appear separate, such as mind and body, body and spirit, human and universe. When put into practice integralism assists the individual in making sense of the world and acting

effectively on many levels. The Institutes original emphasis on Asian religions and cultures has evolved to include comparative and cross-cultural studies in philosophy, religion, psychology, counseling, cultural anthropology, organizational studies, health studies and the arts. Although the institute continues to grow, it remains committed to small classes, a personal learning environment, and a strong sense of community shared by students, faculty, alumni, and staff alike.

Constituencies Served

The approximate eight hundred students enrolled in Institute Programs are committed to the concept of lifelong learning. The program would best suit those who want to study independently would be the Ph.D. program in Integral Studies. Students enter in the fall or spring. The group meets for a week-long intensive each year, and then in seminars conducted at a distance by way of computer conferencing. A group beginning in spring 1994 will experiment with all instruction conducted online. The only time the student will have to travel to the institute is to defend his/her dissertation near their completion of their Ph.D..

There is also an online option for educators. This cluster has the same intention as the other options, but will focus these intentions on the institutions and practices of education. The cluster is designed for professional educators who

acknowledge their potential as change agents for the integrative, holistic, and global-ecological paradigm in education. A group of students will enter in the spring of 1994. They will meet for a week-long intensive in March, and then by way of seminars conducted at a distance via computer conferencing.

The person to contact is Kartik Patel at (415) 753-6100 Ext. 477. He will help you with the fine details of the program. and get you started on your Ph.D. in Integral Studies totally through OnLine.

California State University
Dominguez Hills
Humanities External Degree Program
1000 E. Victoria Street SAC2-2126
Carson, AS 90747
(310) 516-3743

The California State University was first brought together under an independent Board of Trustees by the Donohoe Higher Education Act in the early 1960's. It now consists of 20 campuses covering the state from Humbolt in the north to San Diego in the south. Current enrollment for all CSU campuses exceeds 350,000 full and part-time students with a faculty of more than 18,000.

California State University, Dominguez Hills is one of the fastest growing members of the California State University. The campus was founded in 1960 by an act of the state legislature. Initial planning staffs were appointed in 1962 and the (then) State College admitted it first students in 1965 in the Palos Verdes Peninsula area.

Today, California State University, Dominguez Hills is located on a 364-acre site in southwest Los Angeles. The land, acquired by the university in 1967, was part of the oldest Spanish land grant in the Los Angeles area. It was originally deeded to Juan Jose Dominguez in 1784 and remained with the family until being acquired for the campus in 1967.

Accreditation

California State University, Dominguez Hills is accredited by the Western Association of Schools and Colleges, which is the western member of a nationwide network of the educational accrediting bodies. Credits earned at California State University are transferable to other member institutions.

Programs

In the Humanities, the Master's degree is offered through independent study correspondence courses, including a new computer-based course instruction option. The Division of Extended Education is a self-supporting branch of the university. Courses are offered for the continuing education of professionals, development for personal and professional goals and general self-improvement. Many certificate programs offer a series of specially designed courses, indicating that the student has exposure to significant amount of detailed study on the subject. Each course - (excluding HUX 594-Independent Study, HUX* 599-Final Project, and HUX 600-Graduate Continuation Course) is accompanied by a student study guide, called a "course guide," which is a specially prepared packet, produced by the faculty, to provide the framework for independent learning. The guides may include such material as art reproductions, audiocassette tapes, excerpts from important writers and their works, study questions, explanations of terms and concepts, bibliographical essays and resource lists, and short monographs.

HUX Online

Students are now given the option of taking selected courses via computer through an international network called the Internet. This is an alternative mode of delivery to the current curriculum delivery system. Students with access to a personal computer and modem or other telecommunication linking device may use the system to contact instructors, send assignments, receive course guides and materials, instructions and assignments, advising or comments, converse with fellow students, do online research, and utilize several other services. Course fees are the same as those for the regular delivery method.

Faculty Contacts

California State University, Dominguez Hills' professors guide students through the program through periodic personalized means of mail, telephone, fax, computer technology, audiocasettes, and, whenever possible, by personal encounters.

Books, Instructional Media, and Library Services

Students must purchase books and other materials, which will average about $50 per course. For instance, this may include the purchase of records for music courses, or tickets for theater and concert performances. Students may buy the required texts at the Follett University Bookstore on the California State

* HUX is an abbreviation for Humanities

University, Dominguez Hills campus, or may request the books be sent to them; some of the requested material may also be located and purchased through major chain bookstores or other sources as indicated by the course instructors.

The Master of Arts in the Humanities

The External degree program

The Master of Arts in the Humanities offers a broad interdisciplinary exposure to all of the areas of the humanities - history, literature, philosophy, music, and art - and the establishment of an integrative perspective among them, with emphasis on their interrelating effects and influences. The student is provided with the opportunity to specialize in a particular discipline of the humanities, or in specific cultural thematic areas which could be traced across all of the humanistic disciplines. An undergraduate concentration in the Humanities is not a prerequisite for this Mater's Degree Program.

The Master of Arts degree is offered as an external degree program for anyone presently holding a Bachelor's degree, who prefers an individualized approach to advanced education rather than traditional classroom courses on college campuses. Achievement of the degree emphasizes independent study guided by qualified faculty.

The Master of Arts in the Humanities conforms to standards of the California State University. Completion of the program will provide today's students with a broad understanding

of western and non-western contributions to the Humanities, as well as cultural enrichment and new career directions.

As with most Graduate Degree Programs, grade point average of 3.0 is requested. However if you can demonstrate the academic ability to maintain a 3.0 average once admitted on a probationary status you should be well on your way in good academic standing. The key is to continue and never give up. As far as I could read there is no residency required in the extended Master's Degree Program. For more information please call the Humanities External Degree Office at (310) 516-3743.

Electronic University Network
A division of Open Learning System, Inc.
4104-B California Street
San Francisco, CA 94118
(415) 221-7061
Dr. Seymour Eskow (President)

A degree in The Master of Business Administration is now offered by Heriot-Watt University of Edinburgh, Scotland, through the Electronic University Network.[1] Heriot-Watt University has a world-wide reputation for excellence in business and technology. It has prepared many thousands of Scottish students for management in what the New York Times recently called "the fastest growing, yet most innovative economy in Europe."

Heriot-Watt MBA courses are rigorous and intellectually challenging. Developed by tenured professors at the university, they cover the same material as is taught on campus but are designed for the distance learner specifically. They have been field tested and perfected with several thousand students around the world. Several thousand students are enrolled, in more than fifty countries. In the U.S. more than six hundred students are already enrolled, just eighteen months after the program first became available here. (The MBA program also has a large and growing international student body studying on

[1] (See chapter on Mind Extension University &

Electronic University)

campus in Edinburgh, and distance learners may do a term of study on campus, if they wish.)

Heriot-Watt University operates under a Royal charter from the British government, which is the equivalent of regional accreditation in the U.S. The distance-learning MBA is the same degree awarded to students on campus in Edinburgh. (Students are welcome to attend their graduation ceremony there.)

Two learning options are offered in the U.S.: Instructor-guided study, for those who want to work with a skilled instructor, using America Online for Communications; and independent study, for those who feel they can succeed on some or all of the courses without assistance from an instructor. If you choose instructor-guided study, you will work one-on-one with a skilled teacher/practitioner who is ready to assist you from the day you begin your study. You proceed at your own pace - quickly or slowly, as your schedule and your familiarity with the material allow. Using both electronic mail and online conferencing, your instructors act as coaches and mentors who guide you through preparation for the course examinations.

You may choose instructor-guided study for one course, independent study for another and if an independent study course proves more difficult than you expected, you may switch to the instructor-guided option.

Online support is provided for all students, those working independently as well as those studying with an instructor, All students may telecommunicate with each other, join homework sessions, and prepare for examinations together.

Student loans and payment plans are available, and company tuition plans that include graduate study will almost always cover the Heriot-Watt University MBA. You may register online using the AOL software, or by mail, or by calling 1-800-22-LEARN (255-3276)

Embry Riddle Aeronautical University
600 S. Clyde Morris Boulevard
Daytona Beach, FL 32114-3900
(904) 226-6397 FAX (904) 226-6949

Ebry-Riddle Aeronautical University offers a Master of Aeronautical Science (MAS) with an Aviation/Aerospace Management specialization.

The Master of Aeronautical Science Program, with Aviation Aerospace Management Specialization is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The program was designed to enable the aviation/aerospace professional to master the application of modern management concepts, methods, and tools to the challenges of aviation and general business. The special intricacies of aviation are woven into a strong, traditional management foundation and examined in greater detail through the wide variety of electives. A total of 36 credit hours are required for the program.

Most graduate independent study courses will include at least one written examination which must be proctored. Students are responsible for securing the services of a suitable examination proctor in their local area.

Graduate courses leading to the Masters of Aeronautical Science with an Aviation/Aerospace Management

specialization are available through Independent studies. Using state-of-the-art instructional methods and student/instructor electronic interaction techniques, Embry-Riddle provides you an excellent opportunity to earn an accredited aviation-oriented Master's degree in the privacy of your own home. Because Embry-Riddle's Independent Study program requires electronic interaction between faculty and students, all students must have access to the following computer equipment.

1. IBM or compatible personal computer system with GRAPHIC capabilities
2. Color or monochrome VGA monitor
3. Hard drive system sufficient to load LOTUS and WORDPERFECT
4. A 3.5 floppy drive
5. Letter quality printer capable of printing GRAPHICS
6. A modem that will support between 300-2400 baud
6. VCR and television for video tapes

An additional service is offered to graduate students, by providing them with a list of telephone numbers in their state that they can access when using the electronic communications system. This will, in most cases, alleviate the student from having to access long distance telephone numbers.

The Fielding Institute

A graduate school in Clinical Psychology and

Human & Organization Development

2112 Santa Barbara Street

Santa Barbara, CA 93105

(805) 687-1099

The Fielding Institute is a regionally accredited graduate school offering two doctoral programs:

Clinical Psychology (Ph.D.)

Human and Organization Development (Ph.D. and Ed.D.)

Fielding's academic programs are founded on the principle that its adult learners are both scholars and practitioners. Thus, its programs stress the integration of theory, research and practice. Since it's founding in 1974, Fielding has filled a unique and exciting role in graduate education. It's orientation, philosophy and delivery system provide quality education for an adult population that had been largely under served.

The Fielding community consists of a 900-member student body, a faculty of more than 50 highly accomplished scholar/practitioners, and 700 graduates. Meeting regularly at local, regional and national sessions, this community forms an unequaled network that supports Fielding's commitment to learning

as a lifelong endeavor.

How do Students Complete Their Academic Requirements?

Fielding students complete their academic requirements by demonstrating competence in designated knowledge areas. Knowledge areas are broader than an average course. Students may concentrate on one area at a time, or work on several areas simultaneously for a longer period of time. Students demonstrate their competence in each knowledge area through the completion of assessments with Fielding faculty.

Step 1 - Faculty and student negotiate easement plan

Faculty guidelines recommendations;

* Faculty assessment of students previous work
* Students learning objectives
* Fielding study guides

Step 2 - Assessment Plan

The Assessment plan defines;

* Students learning objectives
* Resources to be used for each objective
* How student will demonstrate that the objectives have been met

Step 3 - Assessment Completed

The student produces a scholarly document that;

* Demonstrates integrative/evaluative thinking
* Addresses major methodological/conceptual issues
* Addresses historical context/current theories

Step 4 - Faculty Assessor evaluates document

Upon acceptance of the assessment document, the student has completed the assessment for that knowledge area

How does the Fielding System Work?

Fielding has created a unique delivery system of educational services. It provides programs of academic excellence to talented adults who might otherwise be denied the opportunity of a quality graduate school experience. Students complete the programs principally through guided study rather than classroom work. The basis of this model is intensive, focused work with faculty members across the country;

Among the ways students interact with faculty are:

Local Student group meetings

Faculty meet regularly, typically once a month, with students in their localities

National Sessions

All faculty members attend both the winter session in Santa Barbara, California and the summer session, which is typically held at various locations on the East Coast.

Research Sessions

Offered twice a year in various locations, these three day events focus on research training, instruction in the use of research libraries and information retrieval, and guidance in dissertation development.

Electronic Network

Fielding's electronic network is a primary means of communication at Fielding, providing constant access to faculty, fellow students and administrators. Academic seminars held on the electronic network offer the same content as the face-to-face seminars, and provide for similar exchange and assessment of student competence.

Goddard College
Off-Campus Study
Plainfield, VT 05667
(800) 468-4888

"Goddard is a small college in rural Vermont. Founded in 1863, Goddard is recognized for innovation in education. Its mission is to advance the theory and practice of learning by undertaking new experiments based upon the ideals of democracy, and the principles of progressive education first asserted by John Dewey. At Goddard, students are regarded as unique individuals who will take charge of their learning and collaborate with other students, staff and faculty to build a strong community. Goddard encourages students to become creative, passionate, lifelong learners, working and living with an earnest concern for others and the welfare of the earth."

Goddard is accredited by the New England Association of Schools and Colleges.

Goddard College offers the following independent study degrees:

Bachelor of Arts Degree

Master of Arts

Master of Fine Arts

<u>The Undergraduate Degree</u>

Each beginning-of-semester residency is planned about a general theme that serves as a frame of reference for many of

the scheduled workshops and presentations. Students meet individually and in groups with their faculty mentors. On purpose of the residency is clarification of each student's educational aims and goals as a basis for study planning. Another purpose is final evaluation of studies done by returning students during the previous semester. But the basic purpose is sharing; of ideas, achievements, problems, information.

Packets and Responses

Following the residency, (one week), an off-campus undergraduate student mails a "packet" to the faculty mentor every three weeks. A packet is a substantial report of work-in-progress. Student and mentor will have decided at the residency what packets will usually contain, but in general they consist of essays, careful and thorough book and article annotations, equally thorough reports of observations, interviews, other learning activities, and, in the arts, sketches, finished works or photographs of them, sound or video recordings, and other documentation. The packet includes a stamped and addressed envelope for the mentor's response, which should be mailed from Goddard within a week of the arrival of the packet.

The mentor responds as a friend, tutor, critic, co-learner, and professional. Like the students packet, the mentor's response usually begins with a letter. Often something a student has written or done evokes considerable comment from the mentor.

If material being returned contains marginal notes, they may be expanded on. If the students letter contained questions, the mentor's letter will contain answers. Often there are suggestions for further reading, for making use of specific resources, for the need to work on one's writing and so forth.

At the end of the semester, the student writes a full evaluation report, with the original or amended study plan as a guide. Evaluation by faculty is completed during the residency that begins the next semester, when students present the outcomes of their studies in group meetings with the mentor and other off-campus students whose work he or she has been evaluating.

The faculty mentor then writes his or her evaluative report, concluding with the judgement that the work of the semester has or has not been completed in such a way as to warrant the granting of 15 semester-hour equivalents of undergraduate credit. The judgement is a holistic one, taking into account the Wide Knowledge, Thoughtful Action, and Positive Self Development factors described below as aims and guidelines for Goddard undergraduate education.

The mentor's reports on each semester become part of the student's Goddard transcript. The student may request that his or her reports also be part of the transcript.

Goddard Graduate Off Campus Study

Goddard graduate study is of two kinds. One is individually designed liberal arts study. The other is study in one of several specialized programs, planned about vocational or avocational interests.

Graduate students pursuing liberal arts interests usually attend the beginning of semester residencies to which off-campus undergraduate students come, where the graduate students may serve as important resources for the undergraduates. Each of the specialized programs has its own residency, with workshops, presentations, and group meetings related to that interest. Advanced undergraduate students may be invited to attend those specialized residencies.

The several programs differ in the minimum number of semesters of enrollment requires to earn the M.A. or M.F.A. degree.

Following the beginning-of-semester residency, off-campus graduate study follows the same general pattern of off-campus undergraduate study: the exchange of packets and responses. The schedule may be different, however, individually planned by student and mentor to meet the particular requirements of the study. The minimum is four packets a semester.

University of Idaho
Engineering Outreach
Janssen Engineering Building
Moscow, Idaho 83844-1014
(800) 824-2889

Attention all undergraduate Engineers. Get your VCR's in gear.

As an early pioneer in distance delivered technical education, the College of Engineering's Outreach program has grown into one of the nation's largest providers of off-campus engineering programs, delivering up to seventy courses per semester, to upwards of five hundred students in three hundred locations. And as a member of the satellite-based National Technological University (NTU) consortium, the University of Idaho is linked to academic programs, students, and technical experts at other major universities and businesses throughout the country.

The University of Idaho is the Land-Grant Institution for the state of Idaho and considers extended program delivery and outreach activities central to its mission. The University is a member of the National Association of State Universities and Land-Grant Colleges and the National Commission on Accrediting. It is accredited by the Northwest Association of Schools and Colleges. In addition, the following College of Engineering programs are fully accredited by the Accreditation Board for Engineering and Technology, ABET.

The following Degrees are offered by the University of Idaho's Engineering Outreach Program, and are Masters of Science in:

* Mechanical Engineering
* Electrical Engineering
* Computer Science
* Civil Engineering
* Geological Engineering
* Agricultural Engineering

The courses offered through Engineering Outreach are the same courses offered on campus. These courses are taught by on-campus faculty and simultaneously video taped and shipped to off-campus locations. Engineering Outreach courses carry regular University of Idaho resident credit and may be used toward a degree program at the University or transferred to other institutions accepting distance delivered credit from the University of Idaho.

The University of Idaho Engineering outreach Program provides, via videotape, coursework leading to master's degrees in the before mentioned fields, with an emphasis in human factors and geological engineering. Courses in mathematics, statistics, as well as several other subjects are also offered. Engineering Outreach was established in 1975 and has proven successful for the 156 graduates since its inception. An average 70 courses are taught and over 450 students enroll each semester through the

Engineering Outreach Program.

Most Lectures are videotaped in front of regular classes in specially equipped studio classrooms. The course is sent to off-campus students during the same semester. Several courses videotaped during previous semesters are also available to video students. A semester course offerings brochure is sent to students 6 weeks prior to semester registration deadline to inform students of courses available on video that semester.

Videotapes plus all related class handouts for one week of class are sent each week directly to the student or to a training center/education office. Classes viewed at UI resident center are sent on a daily basis. Returning the tapes sent to individual students is the responsibility of the student.

Examinations are sent directly to an examination coordinator recommended by the student. The examination proctor is responsible for supervising the examination process and returning the examination to Engineering Outreach. Homework is sent directly to video professors in care of their departments.

Videotaped courses are available in 1/2 VHS cassettes which typically cover one 50-minute lecture each. A video playback unit and television monitor are needed for viewing a videotaped lecture. Many courses require the use of particular

software and access to a personal computer. Details for the requirements for each course are explained n the semester course brochure which students receive six weeks prior to the semester registration deadline.

Interaction with the instructors is possible through the use of electronic mail, facsimile (FAX), computer communication, surface mail, and telephone via the toll free line, 1-800-824-2889.

Lesley College
29 Everett Street
Cambridge, MA 02138-2790
(617) 349-8300 / (800) 999-1959 Ext. 8300
FAX (617) 349-8313

For ore than twenty years, the Independent Study Degree Program has offered mature students a challenging opportunity to create their own graduate programs. Students highly motivated and self-disciplined adults design a personalized curriculum that builds upon their intellectual and professional interests and, then, work with a faculty team to meet their educational roles. Unlike conventional graduate programs that require a student to attend courses at a set time and place, the Program provides the freedom and flexibility to pursue graduate work anywhere in the world, from Cambridge to California to Europe to Asia.

Lesley College is accredited by the New england Association of Schools and Colleges (NEASC). Many individual programs are also accredited or endorsed by the Commonwealth of Massachusetts, the Interstate Certification Compact (ECC), and other professional and academic organizations.

Independent Study Program Offerings

* Certificate of Advanced Gradate Study in Independent Study (CAGS)
* Master of Arts in Independent study (M.A.)

* Master of Education in Independent Study (M.Ed.)

The certification of Advanced Graduate Study (C.A.G.S.) is designed for students with professional experience who wish to develop and expand their skills beyond the Master's level in their field. Of the program requirements, twelve credits of coursework, offered at Lesley's Cambridge campus, are incorporated into the study plan; two semesters of a three-credit Interdisciplinary seminar for post-master's degree candidates and six credits of research and evaluation coursework.

Master of Arts or Master of Education Degree Program

The Independent Study Degree Program offers the opportunity to design a Master's degree or Certificate of Advanced Gradate Study program that specifically meets one's professional and personal goals and earn that degree in one to three years.Students plan courses of study that may grow out of their professional or person experiences or reflect a desire to change careers or build upon their avocations. Adults enrolling in the Independent Study Degree Program frequently want to study a non-traditional or interdisciplinary field that is not available in most conventional graduate programs. In the program, the student's interests and objectives determine the content of the program, rather than a prescribed curriculum that all students take.

Unlike most graduate programs, students are not bound by time and place. This feature is especially appealing to adults whose professional or personal schedules or geographical locations preclude attending regularly scheduled graduate classes. Learning takes place in venues and activities selected by the student with the guidance of a faculty advisor, a person with whom the student establishes a close and supportive relationship, and two other faculty team members. Throughout their program of study, students take advantage of a wide range of academic or professional resources available at Lesley College Graduate School and elsewhere.

Format

"How does the program work?" is the first question perspective students typically ask, and understandably so. For most, the program's unique format is far different from many other academic program they have previously encountered.

Each student first creates a study plan, a detailed account of the proposed area of study and the motivations behind the desire to pursue that topic. The Plan includes what learning methods the student wishes to use and how his or her progress and mastery will be documented. Learning methods include a combinations of activities appropriate to the student's field of interest, such as tutorials, directed reading, papers, research, coursework at Lesley College or other academic institutions,

fieldwork, lectures, art exhibitions, concerts, practice, internships or apprenticeships.

A recent graduate, for example, designed a degree program in Psychotherapy that consisted of the following components: coursework and training to broaden his base and enhance his skills; a one-year internship with the Family Therapy Institute of Southern New Hampshire; presentations to professional groups and institutions; co-designing with a colleague several psychotherapy seminars and groups; creation, design and production of a book to be used in teaching about the intuitive and conceptual understanding of ego structure; use of appropriate books, printed materials, video tapes and audio tapes; and a Master's Thesis, "A Study of Ego," which explored the concept of ego through psychodynamics and transpersonal theory.

Faculty Support

Although the program does offer a great deal of independence and relies upon the student's resourcefulness to be successful, it also incorporates faculty support and a close monitoring of progress throughout. Students maintain an ongoing dialogue with their faculty advisor by phone and letter. They also meet periodically for discussion and progress reports with a team of three faculty advisors, at least two of whom are experts in the students' field of interest.

There are four meetings of which you are to attend in the span of your Masters program. Each of these meetings with your mentor are approximately three hours in duration. The travel expenses are included in our tuition. To learn more about the program of Independent study, call Jo Ann Gammel at (617) 349-8454 or (800) 999-1959 ext. 8454.

Liberty University
School of Lifelong learning
Box 11803
Lynchburg, VA 24506-1803
(800) 228-7354

Liberty University was founded on the premise, twenty years ago, that people from all walks of life are capable of learning out of the classroom just as well, if not better than in a classroom setting. Liberty University is renowned and fast growing. Currently it enrolls more than 15,000 full and part-time students involved in 75 different majors and concentrations. Its faculty is comprised of distinguished teacher/professors and administrators.

Liberty University School of Lifelong Learning is one of the seven colleges and schools of the Liberty University in Lynchburg, Virginia. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Degrees at the Associate, Bachelor, and Master levels. In some cases the University awards credit for experiential learning.

There are eight undergraduate and graduate degree programs with a selection of more than 100 courses. Class lectures are sent to the student on VHS video cassettes along with detailed study notes and textbooks. The student can replay the lectures as many times as needed until they achieve a firm

grasp of the material.

Faculty and staff are available via a toll-free phone system, and can guide the student step-by-step through degree requirements and class schedules. The students take the exams whenever he/she is ready, under the guidance of a qualified instructor in their area.

There is a short residency period which can be met by students during the summer or during selected holidays.

Liberty University School of Lifelong Learning may give credit for completed prior academic course work, credit by special examination in a given subject area (ACT, CLEP,TECEP,PEP or DANTES*),credit for military training, schooling and experience, and credit by special application for work experience, community service, and special accomplishments.

Degrees Offered

Associate of Arts in General Studies

This Program offers the student the opportunity to complete a program that can stand on it's own or transfer into a Bachelor of Science program at some later date.

* (See chapt. on the Univ. of the State of NY, Regents College)

Bachelor of Science Degree in Business

Some of the specialized courses include Law, Money and banking, Marketing, and Management. The student can concentrate on business administration, accounting, business management, and marketing.

Bachelor of Science in Psychology

Graduates of this program have excellent opportunities for entry level employment with social service agencies, churches, government agencies, and medical service agencies.

Bachelor of Science Degree in Interdisciplinary Studies

Students tailor their own degree according to their specific interests.

Bachelor of Science Degree in General Studies

The student has flexibility in designing his/her own program that encompasses exploring their own skills and personal interests or more specialized study and training.

Bachelor of Science Degree in Church Ministries

This curriculum is geared to train pastors, teachers and administrators of church related schools. Graduate level studies are available, once the Bachelor of Science Degree in Church Ministries is completed.

Associate of Arts Degree in Religion

This program allows students to immerse themselves in the Word of God, while also completing a program that can either stand on it's own or transfer into a Bachelor of Science.

Master of Arts Degree in Professional Counseling

Many aspects of people-helping require Educational preparation leading to state licensure or national certification. Mental health providers, insurance companies, and government agencies at all levels seek counselors who are eligible for certification.

The School of Lifelong Learning's Master of Arts in Professional Counseling offers needed preparation for those seeking to be credentialed professional counselors.

The program is unique in instruction and theory. It is designed for those who want to serve in pastoral counseling, mental health organizations, and private practice. It is also designed for those who desire national certification and/or licensure and the pursuit of doctoral studies.

Students participate in a variety of learning experiences involving classroom and clinical components. The program is research-based and experientially validated and provides a core of study consistent with most state requirements.

Students in the certification track will meet with the Liberty Counseling faculty for three one-week sessions prior to graduation. Residency experiences will be primarily scheduled during early January and throughout the summer months.

All students will be required to complete a comprehensive examination as part of their program of studies.

Master of Arts Degree in counseling (36 hr program)

Marital problems, teenage rebellion, depression, child abuse, drug abuse, eating disorders, loneliness, etc., are but a few of the many issues facing people everywhere.

Candidates participate in coursework that combines both academic and clinical studies. The program of studies emphasizes research, personality development, marriage and family counseling and other courses necessary for licensure in most states. A clinical component is required and takes place under the direction of skilled supervisors in both the university and approved agencies.

Residency requirements are satisfied by attending on-campus practicum classes in Lynchburg, Virginia during summer or selected holidays.

Master of Arts degree in Professional Counseling (48 hr certification program)

This program is similar in coursework and scope to the Master of Arts degree in Counseling. The only single difference is the extra course work. The certification track requires 15 hours of face-to-face faculty contact for each course at the 600 level with exception of 640 and 645. This requirement is completed by three one-week experiences during the student's course of study.

Master of Arts in Religion Degree

The Master of Arts in Religion is an introductory seminary degree that is intended to give the student intensive study in the Scriptures and the essential truths of the christian message. The program is profitable for Christian educators, assistant pastors, and for informed lay leaders who wish to have a firm scriptural undergirding for service in a supportive role in a local church.

Brief residency requirements are satisfied by attending on-campus courses of your choosing from Liberty University's classes offered during the summer and holiday periods.

Mind Extension University
9697 East Mineral Avenue
P.O. Box 6612
Englewood, CO 80155-6612
(800) 777-MIND

Mind Extension brings the campus to you; you receive your degree from an accredited university, yet you don't have to travel to or live near a college campus. You can register for a degree program or use individual courses to fulfill requirements for your current degree program. ME/U's pre-admission advising staff guides you through the application process and can answer many of your questions about coursework. Whether you're just starting your college education or plan to complete your degree soon, out staff can guide you in a positive direction. Bachelor's Degree Completion Programs are offered through the National Universities Degree Consortium (NUDC) and Regis University.

The National Universities Degree Consortium

The National Universities Degree Consortium (NUDC) consists of ten major land grant and state universities from across the nation that have joined together to offer Bachelor's degree completion programs and college courses through the ME/U distribution network. These include;

* Colorado State University
* Kansas State University
* California State University, Long Beach
* University of Maryland University College

* University of New Orleans
* University of Oklahoma
* Oklahoma State University
* University of South Carolina
* Utah State University
* Washington State University

All consortium Members are regionally accredited. Three of these NUDC universities are currently offering degree completion programs. The other NUDC universities offer a variety of courses for college credit, with a broad range of liberal arts and business topics.

* Bachelor's Degree in Management
  (University of Maryland University College)
* Bachelor of Arts Degree in Social Sciences
  (Washington State University)
* Bachelor of Science Degree in Interdisciplinary Social Science
  (Kansas State University)
* Bachelor of Science Degree in Animal Sciences and Industry
  (Kansas State University)

Mind Extension University also offers three Master's Programs;

* Master of Business Administration
  (Colorado State University)
* Master of Arts in Education and Human Development (George Washington University)

Mind Extension University, cont.

* Master of Arts in Library Science
  (University of Arizona)

Not all of the Universities that comprise the consortium offer degrees. The attractiveness of Mind Extension University is the they are able to circumvent the necessity of residency by offering videotaped lectures and directly interceding on the student's behalf. It might not be a bad idea to contact the universities listed and request their course listings for correspondence classes. Many times one university has a course that another university doesn't.

Note: The Master Degree Program in Library Science does require some residency, while the other Master Programs do not require residency.

The University of Oklahoma
College of Liberal Studies
1700 ASP Avenue
Norman, OK 73072-9985

The University of Oklahoma is a major national research university meeting the educational, cultural needs of the state. Created by the Oklahoma Territorial Legislature in 1890, the university has 18 colleges offering 125 undergraduate majors.

Several flexible independent study degrees are offered by the University of Oklahoma:

* Master of Liberal Studies
* Master of Liberal Studies with Museum Emphasis
* Bachelor of Liberal Studies Lower Division
* Bachelor of Liberal Studies Upper Division

MLS studies expose you to the world's wisdom and challenge you with today's issues. The programs interdisciplinary approach will encourage you to look at things from many angles rather than narrow perspectives.

MLS/me content has two dimensions - individual, student-selected topics or disciplines. The history and philosophy of museums, museum management, collections, conservation, museum education and exhibits are found in the common studies that contribute to professional development and

performance.

Program Design

The MLS and MLS/me emphasize interdisciplinary learning, stressing the relationships of knowledge in the larger context of knowing and behaving. Advancement is made by completing self-directed independent study and intensive seminar steps rather than by attending conventional classes. While the program has a two-year design, its flexibility allows enrollment extensions in independent study steps if necessary.

The Program Steps are as Follows:

* Introductory Seminar (Ten days - 4 credit hours). Presents the expectations of graduate study and centers on a theme or issues. The MLS/me session addresses museum-related issues. With counseling, students develop an individualized study plan.
* Directed Study (One year - 6 credit hours). Study at home and complete assignments at your own pace. Evaluation is made through communications with advisors.
* Colloquium (Fifteen days - 6 credit hours). Studies in both the MLS and MLS/me culminate in a thesis developed on a topic chosen by the student with direction by the faculty. MLS/me students usually select a museum-related topic. The seminar is designed to assist you in research and thesis plan development.
* Advanced Study (one year - 9 credit hours). At your own pace, investigate your chosen topic and write a thesis with the

guidance of a faculty committee.

* Advanced Seminar (Ten days - 4 credit hours). A closing seminar experience based on an issue or topic. You and other students will also present your thesis in the seminar and to your faculty committees

Bachelor of Liberal Studies

The undergraduate Bachelor of Liberal Studies degree program also uses the independent study/seminar format to accommodate adults with work, family or other responsibilities. The BLS organizes content in three areas of knowledge; humanities, natural sciences, and social sciences. A Lower Division plan is for individuals with little or no past college work; the Upper Division plan is a degree completion plan for those who have an associate degree or 60 plus hours of transferable college credits.

* (See chapter on Rogers State College)

Ottawa University
Kansas City
10865 Grandview Drive, Suite 2000
Overland Park, KS 66210
(913) 451-1431

History of Ottawa University

Ottawa University is affiliated with the American Baptist Churches and was granted it's charter on April 21, 1865, It's history, however, goes back to 1837 when a missionary and printer, Jotham Meeker, and his wife Elanor, came to minister to the Ottawa Tribe. Reverend Meeker was interested in native-american languages and was the author of a dictionary of the Ottawa Language. He brought the first printing press west of the Missouri River.

After Reverend Meeker's death, his missionary work was taken over by John Tecumseh (Tauy) Jones, the son of a Chippewa and the person often credited with the founding of the university. Records show the first mention of a university in the early 1860's. The land was to be donated by the Ottawas and provisions were made for the education of the Ottawa youth. The actual founding was probably delayed by the working out of the details of the land-grant and the onset of the Civil War. Originally conceived as Roger Williams University, the name was changed at the time of the charter to Ottawa University. Although the actual reason for the name change is not known, a suggested reason is given in a letter to the then Secretary of the Interior

which stated that the college "reorganized under the laws of the State of Kansas, and as a mark of respect to the Ottawas, adopted the name Ottawa State University." (B.Smith Haworth, Ottawa University: It's History and It's Spirit, Lawrence, Kansas: The Allen Press, 1957, p. 9.)

Since 1987, the university has offered a Master of Arts Degree in Human Resources through it's two non-residential campuses in Kansas City and Phoenix. The program is designed to accommodate working\g adults in the metropolitan areas served by the two non-residential campuses and nationwide through Kansas City's Electronic Classroom. This program uses a computer conferencing system to provide instruction and student interaction between intensive weekend sessions.

For more information, contact:

Director of Graduate Services
Ottawa University Kansas City
10865 Grandview Drive, Suite 2000
Overland Park, Kansas 66210-1503
(913) 451-1431

Ottawa University International Program

In 1986, Ottawa University expanded it's service to adult students through its International Program. Currently, degree programs are provided in Hong Kong and Malaysia to adults having 94 or more credit hours of college work before beginning their studies with Ottawa. Students study in their home countries with Ottawa professors, each of whom spend a week to two weeks

with students in intensive sessions. Each group of students spends class time on the residential campus in Ottawa. For additional information, contact:

International Program
Ottawa University Kansas City
10865 Grandview Dive, Suit 2000
Kansas City, Missouri 66210-1503
(913) 451-1431

Ottawa University of Ottawa, Kansas is accredited by the North Central Association of Colleges and Schools.

Regis University
3333 Regis Boulevard
Denver, CO 80221-1099
Kristin Carnes, Graduate Program Representative
(303) 458-4325 / (800) 677-9270
(303) 458-4080 / (303) 964-5538

Program Philosophy

Since 1877, Regis University has educated men and women of all ages to take a leadership role and to make a positive impact in a changing society. The School for Professional Studies, which houses the Master of Arts in Liberal Studies, focuses on the ability of the adult learner to determine the methods of study and goals of their degree programs. These individualized degree programs allow the student the flexibility to obtain a degree while continuing to meet the demands of an adult life.

The heart of this educational approach rests on a belief in your capacity as an adult learner to engage in creative, analytic, and critical reasoning and to experience the academic, professional and personal growth that flows from an integrative model of learning. This belief affirms your capacity as an adult learner to join practice with theory, to participate in decision making about what you learn and how you learn it, and bring to your study valuable experience that enhances learning.

The Degree, Master of Arts in Liberal Studies

This degree consists of 36 semester hours of graduate

credit. All coursework is done in a guided independent study format which provides you the flexibility to complete your coursework each semester, as it can be worked into your bust schedule. The length of time you take to complete the program depends on your schedule. Typically, students need two to three years to complete the Master's degree with a regular course load consisting of two courses per term, (6 credit hours). However, you may take as long as four years to complete your degree. Within the Master of Arts in Liberal Studies you have an opportunity to concentrate you study in one of four areas of emphasis:

* Psychology
* Education
* Language and Communication
* Social Science

In each of the areas of emphasis there are four core courses that provide the foundation for your graduate work. After completing the core courses you have the opportunity to design coursework specific to your area of interest. You will have a support system comprised of your faculty advisor - a faculty member at Regis and course consultants - practicing professionals with earned doctorate degrees who assist you with the content and grading of your learning contracts.

As part of your study you will have the chance to

create a final project or thesis as the culmination of your graduate work. Prior to beginning your project/thesis, you will complete a learning contract in the area of research method. This will allow you to become familiar with current and accepted means of research in your chosen field, then to turn theory into practice as you work on your own final project/thesis.

An important component of the Master of Arts in Liberal Studies is the orientation and seminars. Prior to beginning the program, all students are required to come to the Lowell campus for a two-day orientation. This allows you to establish a rapport with your faculty advisor and gather important, detailed information about the program as well as register for your first classes. Since the coursework for this program can be completed in your home community on an independent basis, there is little contact with fellow graduate students. The purpose of the seminars, which are held throughout your graduate program, is to provide the forum for you to interact with other graduate students, to share information and present material on your personalized degree. Each student is required to attend five one-day seminars, which are scheduled well in advance to enable students to plan for travel.

Guided Independent Study

This degree program is established on the premise that as an adult learner, you have the ability to think and learn

independently. Therefore, all coursework is completed through the use of guided independent study. The guided independent study format provides you with the resources and support you need to focus your area of study. For each of your personalized courses you, along with the assistance of you faculty advisor and a course consultant, will create a learning contract. A learning contract is simply an outline or lesson plan of what you want to accomplish in that particular course. For the core courses, the learning contracts are created by the faculty at Regis. This ensures that all students have the same base of knowledge as they embark on their individualized coursework and provides you with a clearer understanding of learning contracts and guided independent study before you begin designing your own.

Rogers State College
1701 West Will Rogers
Claremore, OK 74017
(918) 341-7510

Rogers State College is a public college, part of the Oklahoma State System of Higher Education. It's located in Claremore, Oklahoma (birthplace of Will Rogers).

Rogers State has been providing distance learning since 1984. Its courses are taught by full-time faculty with experience and graduate training in distance learning.

Accreditation

Rogers State College is fully accredited by the North Central Association of Colleges and Schools, Commission on Institutes of Higher Education. This regional accreditation is the highest level of accreditation that can be attained by undergraduate colleges and makes college programs fully eligible for most company tuition assistance plans.

Degrees

Roger State College offers a large number of associate degrees. Three are now available online: Associate of Arts in Liberal Arts, Associate of Arts in Business Administration, and Associate of Applied Science in Computer Programming (business option) or Computer Science (math option).

To earn a Rogers State degree, you'll take a minimum of 12 credit hours (4 courses) directly from the college. The rest of your credits (up to 52 credit hours) may be taken from Rogers state, or transferred in from other colleges, or satisfied through CLEP, TECEP, ACT PEP, (See Regents College Chapter), or other recognized examinations and programs.

There is no requirement that you take any courses on campus at Rogers State.

Associate degrees earned at Rogers State are the equivalent of the first two years of a bachelor's degree program. Once you have earned the associate degree, you may continue at a local four-year institution or continue your distance learning program with one of the external degree granting colleges through the bachelor completion program. You may also take the Rogers State College courses and apply them to a degree (associate or bachelor's) that you are in the process of earning at another college.

Course Packages

Rogers State College packages ensure your success by providing several different learning options:

* Videotaped Presentations - Each course provides 15 hours of broadcast-quality video, organized into 30 half-hour study units. These award winning video productions introduce the

student to the material in each lesson and provide graphic explanations and examples both in the classroom and on location.

* Computer Conferencing and Electronic Mail - put you in daily touch with your instructor and with other students. You learn by thinking and discussing with them, and you have the opportunity to develop your ideas through challenging discussions and assignments.
* Professional Textbooks and Study Guides - support your understanding of the subject, and a teleguide leads you step-by-step through the course.

The Electronic University Campus (see chapter on Electronic University) puts you in "virtual reality" academic buildings, classrooms, a library, a student union. Instead of being the "lonely learner" at a distance from campus life, you can take part in all kinds of campus activities.

Professionally designed and produced, and taught by experienced full-time faculty (not adjuncts or teaching assistants, as in some distance-learning programs), the RSC/EUN courses offer the student excellent opportunities to be successful as a distance learner.

Exams and Grades

Each Rogers State College course ends with an examination that you take at a college, university, public

school, or library in your area, or in your company's personnel office.

Your instructor determines your final grade based on all of your work in the course: assignments, class participation, papers, quizzes, and the final exam.

Transferability

Credits you earn at Rogers State transfer readily to other institutions. The college will provide you with transcripts.

You may transfer up to 52 credit hours (out of a total of 64 required for an associate degree) to Rogers State College from another institution.

Credit for Life Experience

Rogers State College will evaluate on-the-job training and other relevant experience and determine how much credit may be granted, within your degree program. You must be a registered degree-seeking student to have such "life experience" evaluated for credit.

You can choose one of three degrees that Rogers State College offers online: Associate of Science in Computer Science, Associate of Arts in Business Management, and Associate of Arts in Liberal Arts.

All these degree programs prepare you to transfer to a four-year institution where you'll complete a B.S. or a B.A. degree.

Each degree requires that you take 60 to 63 credits - but only 12 of these credits need be from Rogers State College Online. The rest can be courses you've taken from other regionally accredited colleges, or college-level exams you've passed. You need not take any courses on campus at Rogers State. All your work may be done online.

State University of New York
Empire State College
28 Union Avenue
Saratoga Springs, NY 12866-4390
(518) 587-2100
(800) 468-6372 (Toll-free in NY State)

SUNY Empire State College graduate programs integrate complimentary areas of study and higher-level academic skills to create interdiscipinary education.

The program's interdisciplinary focus allows for unusual breadth of study. Students are encouraged to find relationships between fields of study, to investigate a variety of approaches to texts and issues, to explore multi-cultural perspectives, and to focus on the relationship of ideas to personal and professional as well as cultural and social experience. Since a broader understanding of one's profession, society and world can be developed through communication and critical/creative thinking, Empire State College's graduate programs are designed to emphasize;

Communication Skills

Academic work progresses through discussion and writing, rather than through lecture/examination format.

Analysis and Synthesis Skills

Courses focus on methods of critical inquiry. Students learn to break down complex ideas and consider them from many perspectives.

Creative Thinking Skills

Interdisciplinary study encourages students to develop new insights and creative solutions to problems as they gain perspective on their personal and cultural experience through academic work. Students apply communication and critical/creative thinking skills to their own educations as they develop and organize an individual focus for their coursework, thus integrating skills, areas of academic inquiry and personal goals.

SUNY Empire State College attracts not only New York State students, but students from all over the world - Hong Kong, Saudi Arabia and other countries, because it recognizes the fact that adult students have to incorporate their studies with work and family responsibilities. Empire State College, through its flexibility, meets students' needs.

Flexibility is Created by:

* The individualized coursework
* The many possible modes of study and
* The timing of study that takes into account the reality of adult students' lives.

General Information

* Individualized Coursework - Students choose studies to fulfill their personal interests, professional needs and educational goals. Once students complete their required coursework,

students themselves decide how to individualize their elective courses, final project and overall focus of the degree by working one-on-one with faculty mentors. Students are encouraged to meet general SUNY-ESC expectations in their own ways.

* Flexible Modes of Study - Graduate study at Empire State College can be individualized because of the flexible modes of study that the programs offer, including;
* Residency-based required courses
* Elective courses
* Final projects

All modes of study involve independent study in which students work on their own and discuss work individually with faculty mentors. Independent study allows students to schedule most of their academic work around the demands of their lives. Students do not follow standardized meeting and study formats as they would in a traditional graduate program. Instead, they create their own study times and schedules to complete their work within each term.

The Masters Degrees offered by SUNY Empire State College are the following:

* M.A. - Liberal Studies
* M.A. - Business and Policy Studies
* M.A. - Social Policy
* M.A. - Labor and Policy Studies

SUNY Empire State College is fully accredited by the Middle States Association of Colleges and Schools. This accreditation covers all degree offerings of SUNY Empire State College. In addition, all Empire State College programs are registered by the New York State Education Department.

Saybrook Institute
450 Pacific, 3rd Floor
San Francisco, CA 94133
(415) 433-9200

Saybrook Institute is a graduate school and research center dedicated to scholarly inquiry into the art and science of being human. Its primary purpose is the preparation of scholars who seek to enhance our understanding of what it means to be a human being at this time and place in history. The institute is designed for adult learners, mid-career professionals seeking an opportunity for significant scholarly work. At Saybrook, graduates make this intellectual work an integral part of their professional lives in order to contribute to their understanding of important individual, social, and cultural issues.

Saybrook Institute is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges.

<u>Academic Programs</u>

Degree Programs

* Psychology
  M.A.
  Ph.D.
* Human Sciences
  M.A.
  Ph.D.

Distance Learning

The distinctive aspect of Saybrook Institute is it's mode of education. Programs are structured to meet the personal and professional needs of adult learners, Saybrook uses a distance learning format, an adaption to the European tutorial model which emphasizes one-to-one interaction between students and faculty. Using learning guides, students interact and complete coursework in guided independent study, encouraged and evaluated by faculty who communicate in person, by phone, by letter, by fax, or by computer. At Saybrook, the faculty serve as mentors, rather than teachers in the traditional sense. While much of the student's intellectual work is done independently, the relationship between faculty and student provides for commentary and analysis that exceeds what occurs in traditional classroom situations.

Residency

Required Residential Offerings (both M.A. & Ph.D. programs)

Residential Orientation Seminar (ROS)

All new enrollees participate in a five-day Residential Orientation Seminar in the San Francisco Bay area, as soon as feasible after enrolling. At the seminar, new students meet with their group leaders, get to know the faculty and administrative staff, plan a program of study, make valuable contacts with each other, and become familiar with the philosophy and programs of the institute. The concluding session of the

seminar deals with supportive strategies and evaluation of the meeting, enabling students and faculty alike to bring closure to issues and to affirm established relationships.

Residential Conferences

Four times a year, residential conferences are held in or near the San Francisco Bay area. The summer Residential Conference, held in June or July, is a week-long program which students are required to attend. In addition, students are required to attend one of the Fall, Winter or Spring Residential Conferences, which are a five-day meeting. All students must attend two Residential Conferences each year until they have passed their Oral Examination for Advancement to Candidacy.

Learning Resource Center (LRC)

The Institute's Learning Resource Center has been established as an optical service to provide students easy access to course materials. The LRC currently stocks the learning guides, course readers, and required books, as well as selected books and articles by member of the Saybrook learning community. Audio and video cassettes of presentations by faculty members and distinguished guests are also available.

Learning Materials

Each course has a learning guide that provides an overview of the course, outlines the study plan, and discusses

the material and assignments. For many courses, a supplemental reader which contains required articles and book chapters for students' convenience is provided in addition to required texts. All required reading materials are available through the Institute's LRC.

Saybrook Electronic Network

Students may choose to join the Saybrook Electronic Network. Participation allows students to communicate with one another and with faculty by computer. Membership also grants access to a number of electronic bulletin boards and international conferences.

Teachers College / Columbia University
Box 50 New york, NY 10027
(212) 678-3760

Adult Education Guided Independent Study

In existence since 1981, The Adult Education Guided Independent Study (AEGIS) program is a fast-paced professional development program leading to an Ed.D. that emphasizes the formation of the scholar/practitioner through a 3-5 year program of weekend classes and independent study. As such, it is an alternative to the almost 60 year old traditional doctoral program in adult and continuing education specialization in the Department of Higher and Adult Education at Teachers College, Columbia University, as well as an alternative to most currently existing doctoral programs in adult and continuing education.

The AEGIS program was conceived by Jack Mezirow, professor of adult and continuing education and coordinator of that field of study at Teachers College, in an attempt to adapt the principles of adult education theory to the practice of doctoral education. Under Mezirow, the program earned an international reputation for distinguished leadership in this burgeoning field. AEGIS is currently directed by Professor Matthias Finger.

The Participants

The AEGIS program is designed for a particular

clientele: senior professionals with substantial experience in program development, administration of continuing education, staff development, human resources development and management, adult learning and training, who wish to earn a doctorate in education (Ed.D.) in three to five years. They are able to undertake this study without having to relinquish their full-time employment or change location in order to attend Teachers College.

The program is geared to the interests of professionals help adults learn in a variety of settings: universities and colleges, business and industry, health care institutions, public schools, community organizations, unions, libraries and museums, the armed forces, government agencies, vocational education and staff training programs, consulting organizations, international agencies, proprietary schools, and the educational media. Participants share an interest in adult learning and often use their own programs as a focus for graduate study.

The Program

Applicants must be prepared to enroll in seven semesters over two years of intensive course work and three additional semesters or more in which to complete and defend the dissertation. Each year of the coursework begins with an on-campus summer session scheduled for the last three weeks in June.

Coursework during the Autumn and Spring semesters includes participation in seminars on Friday evenings and Saturdays one weekend a month. A third summer session will help participants to further their dissertation research. Dissertation seminars are available and encouraged in the third year as a forum for completing dissertation work.

Advise is available throughout the academic year through electronic mail, fax, telephone, correspondence, and campus visits. Learning contracts and other coursework can directly contribute to dissertation development. Participants can receive extensive high-quality feed-back on their learning contracts and papers; there is no competitive grading in this program.

The doctoral program requires the completion of 90 graduate semester credits of which 40, including those earned in completing the M.A. degree, must be transferred into the program. Preference is given to applicants with a superior academic record in prior graduate work. Applicants with less than 40 transferable graduate credits can be admitted to the program upon the condition that they complete 40 credits prior to beginning the six-semester sequence. Program advisors will assist them in selecting courses which may be integrated into the doctoral program.

Successful applicants are admitted provisionally to the program until satisfactory completion of the certification examination, to take place in Autumn of the second year. A faculty review of the progress of each participant will be conducted at the end of each semester in the first year and again upon completion of the Certification Examination in the following year. Participants whose learning style or circumstances are not amenable to guided intensive study will be advised to transfer the graduate credits earned into another doctoral program. Only one Incomplete at a time can be carried over to the next semester. Participants who accumulate more than this must "step out" until they have passed the course. This has serious implications for the student's Program Plan.

Admission

The AEGIS Program is designed for experienced, self-directed professionals capable of completing a rigorous program emphasizing guided intensive study. Graduate work beyond the M.A. and at least 5 years of experience in adult education program development or administration, adult counseling, or training are required for admission.

The AEGIS program follows a highly selective admissions policy. Of the qualified senior professionals in the field of adult and continuing education who apply each year, only a limited number can be admitted, given current faculty advisement loads. Admission is limited to 25 participants per

cohort. Cohorts are admitted every other year in odd numbered years.

AEGIS faculty members carefully weigh academic aptitude, professional experience and commitment, life circumstances, learning styles and personal potential for success in this unique and exacting program. An effort is also made to maintain a diverse balance of participants engaged in adult education in terms of gender, ethnic origin, and professional fields.

The Union Institute
The Graduate School
Office of the Dean
440 East McMillan Street
Cincinnati, OH 45206-1947
(513) 861-6400 / (800) 486-3116

The Union Institute was founded by ten college presidents in 1964 as a vehicle for educational research and experimentation. It is now recognized as a national leader in the development and implementation of programs in higher education for the highly motivated adult learner. As one of the leading forces for change in American higher education, The Union Institute is credited with the development of a unique format for individualized programs of study which offer flexibility in meeting educational requirements while adhering to the highest educational standards.

The Graduate School of the Union Institute offers the Doctor of Philosophy (Ph.D.) degree. At the baccalaureate level, learners may earn a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree from the university's College of Undergraduate Studies, the first of its kind in the United States. The Union Institutes programs have met the career and educational needs of mature men and women from all segments of society, including government, industry, business, education, service, and the health professions. Designed for adults who have the desire to assume a significant measure of personal responsibility for planning and executing their degree programs,

The Union Institute's programs are highly individualized and incorporate students' previous learning experience. The University is respectful of the various methods which may be used to acquire learning.

The Union Institute is licensed in Ohio by the Ohio Board of Regents, in Florida by the State Board of Independent Colleges and Universities, and in California by the Council for Private Postsecondary and vocational Education. The Union Institute is accredited by the Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools.

The Graduate School program is intended to respond to the educational needs of self-motivated adults. The program is designed as an educational alternative specifically for those who desire more options and flexibility than are available in a more traditional university setting.

Professional or family commitments, physical limitations, or geographic location may prohibit adult learners from completing a traditional degree program. The Graduate School's individualized process allows for the creation of programs sufficiently flexible to permit virtually all personal and professional goals to be satisfactorily accommodated, as well as to allow for individual differences in learning styles.

All Graduate School learners have at least three things in common: first, the desire and personal commitment to additional learning, which builds upon previously acquired learning and leads to the award of the doctoral degree; second, sufficient self-motivation to pursue a self-designed degree program; third, the ability to use learning opportunities effectively wherever and wherever they occur.

The Graduate School Approach to Learning: The Individualized Program

The Graduate School requires individually tailored plans of doctoral study that lead to proficiency in the fields of study. There are no prescribed courses. Each learner's program is developed in consultation with faculty advisors and other resource persons. Each plan is designed to continue, capitalize upon, and recognize competency in accord with the learner's and the committee's definition of proficiency at the doctorate level.

No credits are counted; rather, an entire program is scrupulously planned and evaluated. Rather than completing a series of courses, learners move through a series of stages. The learning theory fundamental to the Graduate School process emphasizes the value of active commitment by the learner and discourages conformity.

Faculty members function primarily as facilitators

who help learners discover their intellectual strengths, develop workable education plans, use the best available resource within academic institutions and elsewhere, and achieve excellence in their chosen areas. Equally as important, faculty members serve as evaluators of the learner's prior and present learning, ensuring that the work is of doctoral quality, and that all Graduate School degree requirements and expectations have been met.

The Graduate School requires each learner and every advisor in this self-directed learning process to share the responsibility for assessing both the design and the implementation of the individual's unique plan of study.

Recognition of Prior Learning

Demonstrated prior learning is a valued aspect of the Graduate School's process. When they matriculate, the Graduate School's learners bring a wealth of learning from work experience, scholarship, or previous study.

With the approval of the learner's committee, recognition may be granted for prior learning that has a demonstrated relationship to the learner's statement of proficiency at the doctoral level. Adjunct faculty members, experts in the field of study and thus competent to evaluate doctoral-level learning, perform the evaluation of prior learning. Evaluation may include criticisms of performances,

scored grades on written examinations and/or product assessments, done in collaboration with the learner and core faculty advisors. The integrity of learning at the doctoral level, its description and documentation, are also evaluated by the core faculty advisors and the committee.

Seminars

Nearly fifty seminars a year are offered by the Graduate School faculty on interdisciplinary topics of general interest. Prior to the event, learners may be asked to complete selected readings and a significant piece of writing related to the general theme. At the seminar, core and adjunct faculty, learners, and other invited guests make presentations. Time is also set aside for small group meetings. Finally, learners prepare written evaluations which summarize their own learning from the seminar experience and provide a critical appraisal of the event.

Learners are typically required to complete fifteen days at Graduate School-sponsored seminars. Colloquia and seminars are scheduled at regular intervals. A typical learner schedules seminars approximately two semesters apart throughout participation in the doctoral program.

Peer Days

Peer days, in which three or more learners participate, are arranged by one or more learners with the prior

approval of each learner's core faculty advisor. These sessions focus on a particular theme or methodology and are designed especially to meet individual needs and to capitalize on individual expertise. Peer Days are, therefore, necessarily more limited in scope than are seminars. Each learner must spend ten days in Peer Meetings.

The University of the State of New York
1450 Western Avenue
Albany, NY 12203
(518) 474-3703

History

The Regents established the Regents External Degree Program (now Regents College) in 1970, when they recognized that a growing number of adults needed a flexible and accessible college program. The Regents hoped to eliminate any artificial barriers such as distance or scheduling conflicts that might prevent adults from earning a degree. At the same time they wanted to take advantage of the many learning resources that exist in New York State and throughout the world. The degree they created is truly "external"; it is awarded by a university which evaluates the work of the student it has not taught directly.

The college Proficiency Examination Program, established by the Board of Regents in 1963, was a direct forerunner of Regents College. It developed college-level tests so students could demonstrate their knowledge and receive college credit.

The Regents External Degree Program grew rapidly in size and scope. In 1972, two degree programs were introduced - the Associate in Arts and the Bachelor of Science in Business. In succeeding years two associate degrees in nursing and the Bachelor of Science in Nursing were introduced, as were the

Associate in Science, Bachelor of Arts, Bachelor of Science, and the Regents Credit Bank. Major foundations, including the Ford Foundation, Carnegie Corporation, and the Kellogg Foundation, supported the development of these programs. In 1984-85, seven associate and bachelor's degrees in technology were introduced. Their development was supported by several major businesses and industries.

In 1972, the first degrees were conferred on 77 people. Currently, over 55,000 degrees have been conferred on individuals living in every state of the union and in many countries around the world. Approximately 14,000 men and women pursue their studies through Regents College each year. The Board of Regents takes great pride in the great service it has provided to self-directed adult learners through Regents College."

(The University of the State of New York, Albany, New York.; Revised Edition 1992, copyright 1992., p.7,8)

Accreditation

Regents College is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. All of it's programs are approved by the New York State Education Department. In addition, the associate and baccalaureate degrees in nursing are accredited by the National League for Nursing.

Degrees

The following are associate degrees offered through Regents College: Arts / Science / Business / Nursing / Computer Software / Electronics Technology / Nuclear Technology / Technology with Specialty.

The following are Bachelor Degrees offered through Regents College: Arts / Science / Nursing / Accounting (General) / Accounting (NYS CPA Track) / Computer Information Systems / Computer Technology / Electronics Technology / Finance / General Business / Management of Human Resources / International Business / Management Information Systems / Marketing / Nuclear Technology / Operation Management / Technology (with Specialty).

The Regents College does not offer classes, books or study guides. Regents College does not give credit for life training or experiences. What Regents College does do, however, is give you a list of requirements that are to be met for a particular degree. How and where you achieve those credits is up to you, as long as they are from an accredited college or university. This means that if you prefer to attend a local institution or use independent study or a CLEP, ACT, GRE, DANTES, the choice is yours. The previous abbreviations are explained as follows;

Examination Resources

Regents College students most frequently use Regents

College, ACT PEP, CLEP or GRE subject examinations to complete their degree requirements. Members of the military community often use DANTES examinations. Each of these examination programs provides detailed information about when and where the examinations are given throughout the United States and many other countries, how to register and take examinations, what the examinations will cover, and how to prepare for these examinations. To receive this information, students may contact each program directly.

Regents College Examinations
1450 Western Avenue
Albany, NY 12203-3524
(518) 474-3703

ACT PEP Coordinator
(American College Testing Proficiency Examination Program)
P.O. Box 4014
Iowa City, IA 52243
(319) 337-1000

CLEP (College-Level Examination Program)
P.O. Box 6600
Princeton, NJ 08541-6600
(609) 951-1026

GRE (Graduate Record Examination, Subject Tests)
Graduate Record Examinations
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
(609) 771-7670

DANTES (Defense Activity for Non-Traditional Education Support)
Contact nearest Base Education Center or test section or
DANTES Program Office
Educational Testing Service
Princeton, NJ 08541-6600

When students enroll in Regents College, they receive a publication which lists all the examinations from these programs, and many others, and which explains how the examinations may be used to fulfill Regents College degree requirements.

(The University of the State of New York, Albany, New York, Revised Edition 1992., copyright 1992, p.13)

Vermont College
Master of Fine Arts in Visual Arts
Montpelier, VT 05602
(800) 336-6794

Vermont College

Vermont College was founded 1834 as the Newbury Seminary, the first Methodist theological school in the country. In 1972, after a series of transformations, it merged with the Norwich University, which was founded in 1819 as the first private military college in the United States.

Vermont College enrolls 1,675 students on it's campus in Montpelier, the state capital; Norwich University enrolls 1,000 students on it's Northfield campus, 12 miles south.

The Vermont College campus is home to the MFA in Visual Art Program along with four other external degree programs for adults. Programs are offered leading to the B.A., M.A., M.A. in Art Therapy, and MFA in Writing. The MFA in Visual Art Program continues to extend innovative programs to adult learners.

Accreditation

Vermont College of Norwich University is accredited by the New England Association of Schools and Colleges, Inc.

The Program In Brief

Areas of Study

Painting, Drawing, Printmaking, Sculpture, Photography, Craft as Fine-Arts, and non-traditional media.

Short Residencies

A nine-day gathering of artists on Vermont College Campus. Seminars, classes, critiques, exhibitions, guest presentation, and students plan their non-resident projects.

Non-Resident Projects

Studio work: an individually designed semester of sustained art work with local artist-teachers.

Academic work: an individually designed research paper to be supervised by an Art Historian through correspondence. Work Commitment: 25 hours per week.

The Program

Fruitful study can occur both on and off campus. For artists especially, study modes should resemble personal work patterns and be a part of fabric of one's life. This is at the core of the program's structure: except for 9-11 day residencies at the start of each semester, students live and work at home with instruction and supervision in art work by a qualified local artist and guidance in academic work by art historians through correspondence.

Thus, the program provides a supportive and constructively critical framework for the artist's lonely confrontation with form and content.

The Non-Resident Term - Studio Project

Each student will work in his/her medium with an Artist-Teacher, a practicing artist with expertise in the student's medium, in the student's home area. (This project will account for 80% of the semester's work). The student and Artist-Teacher will develop an individual study plan detailing the art work to be done during the semester that will be as specific as possible without inhibiting the student's creativity.

The Artist-Teacher will visit the student in his/her studio approximately every five weeks, for a total of five two-hour visits, to advise on form, content, style, and technique as it is related to the art of the past and present and in relation to the student's own past work and present intentions.

After the third and fifth visits, both faculty and student will write evaluations of the work, of the process, and of the dialogue that occurred.

The final evaluation becomes part of the student's record, and, subsequently, a part of the official narrative transcript. There are no grades.

Finally, the student will exhibit some of his/her work at the residency.

The Residency

The 9-11 day residency is a time for stimulating dialogue about the making of art. Students and faculty will also engage in discussions about the historical and social contexts of art. The problems and practice of conducting art critiques will be another important component of this ongoing dialogue.

A series of lectures and seminars about various periods and aspects of art will be presented by the Resident Faculty and guest lecturers.

The Resident Faculty will also help each student design his/her personal plan for the art history project. In the first half of the residency, students will have individual discussions with faculty about ideas for study. In the second half, each student will work with one of the faculty to develop an individualized, detailed study plan which will result in a paper on a particular artist or style, historical movement or a particular approach to criticism.

Exhibitions

There will be a group exhibition in which all students participate. Graduating students will present a one-person exhibit, to be held at the Vermont College Art Center or another campus location. Students also show slides of their work.

Correspondence Courses

The list of colleges and universities that offer correspondence courses for college credit is vast. The institutions mentioned here in the following pages offer a wide selection of other courses that are accredited. You need only to call the universities and they will send you their entire list of accredited correspondence courses for free. The book, Grants for Graduate Students; Princeton: Peterson's Guides, 1989-90., also has a listing of independent study courses. The purpose of this chapter is to give you a glimpse into the wealth of courses that are out there just waiting for you to enroll in. Courses that are numbered 100-200 are lower division, which you can apply to an Associates or Bachelors degree. Courses numbered 300-400 and up are upper level division, which students take in their third and fourth year.

Rather than going catalog by catalog to find correspondence courses, it is now possible to access the DistanceLearn database system, which contains information on thousands of opportunities for earning college credit at a distance, including courses and credit-by-examination. The system runs on any IBM-compatible computer with a hard disk and MS-DOS. For ordering information on DistanceLearn, contact:

Regents College's Institute for Distance Learning
7 Columbia Circle

Albany, NY 12203
or call: (518) 464-8500
It may make it easier on you in the long run to take the selected correspondence courses leading to our degree from one institution, for the purpose of avoiding confusion.

Selected Courses for Independent Study

University of California Extension Center
for Media and Industrial Learning
2223 Fulton Street
Berkely, CA 94720
(510) 642-4124

Enrollment: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Infcrmation

PSYCH X139.1 Adolescence

3.0 semester hours

Print based / Available nationwide

Considers adolescents' physical, mental, emotional, social, personality characteristics, and current theories. Also discusses research findings from growth studies in this and other cultures and identifies the roles American Adolescents play in home, school, social groups, and community.

1 Exam / 14 Assignments

Subject Area: Psychology

Faculty/Student Communication: by mail

Approx. Tuition: $320.00

University of Wyoming
Office of Correspondence Study
Box 3294, University Station
Larmie, WY 82071
(800) 448-7801 Ext. 4

Enrollment: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Information

PSYCH 4300 The Adolescent

3.0 Semester Hours / Video Lessons

Options: Audio Cassette, Video Cassette

Available Nationwide

Prerequisite: 4 hours in Psychology

Emphasizes a descriptive view of adolescent development. Consideration given to physical and psychological growth; intellectual, cognitive, academic, and vocational development; changes in attitudes, interests, and activities: and development of interpersonal relationships.

4 Exams

Subject Area: Psychology

Faculty / Student Communication: Mail

Materials: Text(s), Video Devices, Study guide

Approx. Tuition: $192.00

Other Costs: $50.00

University of Iowa
Guided Correspondence Study
116 International Center
Iowa City, IA 52242
(800) 272-6430 / FAX (319) 335-2740

Enrollment: Rolling Enrollment

Completion Time: 9 Months

DANTES Affiliated

Course Information

EDPSY 7P:133 The Adolescent and the Young Adult

3.0 Semester Hours

Print Based / Available Nationwide

Prerequisite recommended: Course in General Psych or Education

Survey of the psychology of adolescence. Emphasizes educational and social application of theories of adolescent growth and development. Some topics are: concepts of adolescence and major psychological theories of learning and development: physical, cognitive develop. and genetic and bio. influences. (Graduate Level)

2 Exams / 6 Assignments

Subject Area: Education / Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $204.00

Other Costs: $15.00

University of Minnesota
Dept. of Independent Study
45 Wesbrd Hall, 77 Pleasant SE
Minneapolis, MN 55455
(612)624-0000

Enrollment Information: Fixed Schedule for Enrollment

Completion Time: 12 Months

DANTES Affiliated

Course Information:

CG (Graduate Credit) 1284 Behavior Problems of Children (8288)

4.0 Quarter Hours

Print Based / Available Nationwide

Deals with identification of maladaptive behavior in children, and suggests ways of coping with children demonstrating such behavior. Focus is the child at home, school, and in social relationships. Examines the effects of heredity, family experience, peer pressure and socioeconomic class.

2 Exams / 13 Assignments

Subject Area: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $280.00

University of South Carolina
Distance Education
915 Gregg Street
Columbia, SC 29208
(803) 777-7210

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Information:

PSYC C-510 Abnormal Behavior in Children

3.0 Semester Hours

Print Based / Available Nationwide

Prerequisite: Psyc 101

Theories, description, assessment of child behavior problems and disorders; psychological and educational methods of intervention. Covers aggression, hyperactivity, early infantile autism and childhood schizophrenia, fears, social withdrawal, neurosis, retardation, and related problems

1 Exam / 12 Assignments

Subject Area: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $225.00

University of South Dakota
Statewide Educational Services
414 East Clark Street
Vermillion, SD 57069
(605) 677-6108

Enrollment Information: Fixed Schedule for Enrollment

Completion Time: 12 Months

Not DANTES Affiliated

Course Information:

PSYC 490 Child Abuse and Neglect

3.0 Semester Hours

Broadcast Television / Available Statewide

Prerequisite: (4 month time limit for completion)

Surveys basic concepts and provides a historical overview of the problem of abused and neglected children. Become familiar with the evolution of concern for such affected children and needs and rights within the family. Will provide insight for teachers, nurses, law enforcement officials, helping professionals.

Subject Area: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $205.00

University of Mississippi
Dept. of Independent Study
P.O. Box 729
University, MS 38677
(601) 232-7313

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Information:

H EC 321 Child Care and Development

3.0 Semester Hours

Print Based / Available Nationwide

The physical, mental, social, and emotional development of the child from birth to 6 years.

1 Exam

Subject Area: Psychology / Home Economics

Faculty / Student Communication: Mail

Approx. Tuition: $195.00

Other Costs: $10.00

University of Kansas
Independent Study
Continuing Education Building
Lawrence, KS 66045
(913) 864-4440

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 9 Months

DANTES Affiliated

Course Information:

HDFL 160c Introduction to Child Behavior and Development

3.0 Semester Hours

Print Based / Available Nationwide

Presents basic information now available about child behavior and the modifiable range of developmental patterns in growth, intellectual development, and social development.

2 Exams / 10 Assignments

Subject Area: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $245.00

University of Wisconsin - Ext.
Independent Study
432 N. Lake St., 227 Ext. Bldg
Madison, WI 53706
(800) 442-6460
(608) 263-2055 Student Advisor

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Information:

EDPSY U315320 Child Development

3.0 Semester Hours

Print Based / Available Nationwide

Prerequisite: High /school graduation or advisor consent

Exploration of social, physical, and cognitive development of children from birth to adolescence. Important component of course is an introduction to the observational and experimental methods used to study children's development.

2 Exams / 18 Assignments / 1 Project

Subject Area: Psychology / Education

Faculty / Student Communication: Mail

Approx. Tuition: $159.00

Other Costs: $15.00

University of Alaska Fairbanks
Center for Distance Education
P.O. Box 456700
Fairbanks, AK 99775
(907) 474-5353 / FAX (907) 474-5402

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Information:

ECHD 245-C90 Child Development

3.0 Semester Hours

Print Based / Available Nationwide

Prerequisite: PSY 101 or instructor permission

Study of development from prenatal through middle childhood including the cognitive, emotional, social, and physical aspects of the young child. Includes child observations. Emphasis on roles of heredity and environment in the growth process.

2 Exams

Subject Area: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $192.00

Other Costs: $20.00

University of Alabama
Independent Study Division
Box 870388
Tuscaloosa, AL 35487
(205) 348-7642

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 12 Months

DANTES Affiliated

Course Information:

HD 302c Child Development - Adolescence

3.0 Semester Hours

Print Based / Available Nationwide

Introduction to theory and research on adolescent development. Special attention on major transitions occurring in cognitive, social and moral domains as well as psychological effect of physical maturation, influences of family, peer relations, and schools on development. Not for teacher certification.

1 Exam

Subject Area: Psychology

Approx. Tuition $54.00

Other Costs: $30.00

Ohio University
Independent Study
302 Tupper Hall
Athens, OH 45701
(800) 444-2910

Enrollment Information: Rolling Enrollment

Completion Time: 12 Months

DANTES Affiliated

Course Information:

HE 160 Introduction to Child Development

4.0 Quarter Hours

Print Based / Available Nationwide

Fundamental patterns of development and behavior during prenatal period through early childhood. No credit if student has credit for EDEL 200, Studies of Children, or PSY 273.

1 Exam

Subject Area: Health Professionals (including nursing)/Psychology

Faculty/Student Communication: Mail

Approx. Tuition: $200.00

Other Costs: $10.00

University of Texas at Austin
EIMC, Independent Learning
P.O. Box 7700
Austin, TX 78713
(512) 471-7716 Ext. 251

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 9 Months

Not DANTES Affiliated

Course Information:

PSY 304 Introduction to Child Psychology

3.0 Semester Hours

Print Based / Available Nationwide

Psychological and behavioral development from conception through childhood. Only one of the following may be counted: PSY 304, 333D, ## 333H, or 342.

2 Exams

Subject Area: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $170.00

University of Arkansas
Dept. of Independent Study
#2 University Center
Fayetteville, AR 72710
(800) 638-1217

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 6 Months

DANTES Affiliated

Course Information:

PSYC 3093 Childhood and Adolescence

3.0 Semester Hours

Print Based / Available Nationwide

Prerequisite: PSYC 2003

Psychological factors influencing development from 6 years through adolescence with emphasis on the interaction of heredity and environment, particularly as they influence cognition, motivation, perception, learning, emotion, and personality of the school age child and adolescent.

1 Exam

Subject Are: Psychology

Faculty / Student Communication: Mail

Approx. Tuition: $120.00

Other Costs: $5.00

University of Texas at Austin
EIMC, Independent Learning
P.O. Box 7700
Austin, TX 78713
(512) 471-7716 Ext. 251

Enrollment Information: Rolling Enrollment (any time)

Completion Time: 9 Months

DANTES Affiliated

Course Information:

M 311 Linear Algebra & Matrix Theory

3.0 Semester Hours

Print Based / Available Nationwide

Prerequisite: M 408D (or 808B) or consent of Instructor

Linear equations and matrices, linear mappings, determinants, eigenvalues, quadratic forms. M311 & 340L may not both be counted.

2 Exams

Subject Area: Mathematics - Algebra

Faculty / Student Communication: mail

Approx. Tuition: $170.00

If in your search for the college or university, you find one not listed in this book, make sure that it is accredited by one of the following institutions:

Middle States Association of Colleges and
Schools Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(205) 662-5606

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, Virgin Islands

New England Association of Schools and Colleges
Commission on Institutes of Higher Education
The Sanborn House
15 High Street
Winchester, MA 01890
(617) 729-6762

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Northwest Association of Schools and Colleges
Commission on Colleges
3700-B University Way, NE
Seattle, WA 98105
(206) 543-0195

Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
159 North Dearborn Street
Chicago, IL 60601
(312) 263-0456

Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming

Southern Association of Colleges and Schools
Commission on Colleges
1866 Souther Lane
Decatur, GA 30033-4097
(404) 329-6500

Alabama, Florida, Georgia, Kentucky, Louisiana, Tennessee, Texas, Virginia

Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities
c/o Mills College, Box 9990
Oakland, CA 94613
(415) 632-5000

California, Guam, Hawaii

Accrediting Commission for Community and Junior Colleges
P.O. Box 70
9053 Soquel Drive
Aptos, CA 95003
(408) 688-7575

Financial Aid

This book would not be complete without a chapter dedicated to various types of financial aid available to aspiring graduates. Now that you have read about all the programs offering degrees through correspondence, you can start seriously thinking about what type of financial aid package might benefit you most.

A financial officer would be most helpful to you once you have found a program that best suits you. However there are many financial aid programs that you can write to for more information.

This chapter on Financial Aid includes several excerpts from the "Financial Aid for Students Workbook," 1994-95 School Year, Published as a part of the California Student Aid Commission's Office of Communications and Outreach Programs. P.O. Box 510845, Sacramento, CA 94245-0845;I-2(10/93) 525K

Federal Aid Programs

Some aid programs, such as Federal Pell Grants, are offered directly to students by the federal government. Others are administered by the schools and colleges. The federal student loan programs are administered by guarantee agencies such as the California Student Aid Commission.

To Receive federal financial aid, students must be U.S. citizens or eligible non-citizens enrolled in an eligible program at a participating institution and making satisfactory academic progress.

Students must possess a valid Social Security number, have completed U.S. Selective Service requirements, not owe a refund on any state or federal educational grant and not be in default on a student loan. Every program has it's own requirements. When you have chosen a program at a specific institution, check with their financial aid department for the exact requirements.

Federal Pell Grants

The Federal Pell Grant Program is a large student grant program and provides a foundation of financial aid to which other aid may be added.

Applicants who meet all requirements will receive a Federal Pell Grant. Applicants must qualify financially, be in an eligible school or college, and must not have already obtained a bachelor's degree. Pell Grant eligibility is determined by a federal methodology. A need analysis service determines an applicant's eligibility according to that formula. The smaller the family's contribution, the larger the grant. For the 1993-94 award year, Federal Pell Grant awards for full-time students range from $400 to $2,300.

Those who qualify for a Pell Grant are usually eligible for other financial aid and should apply for it. Those not eligible for a Pell Grant still may be eligible for other aid.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Students who qualify for additional assistance may get a Supplemental Educational Opportunity Grant (FSEOG) to go with other sources of financial aid. These federal grants range from $100 to $4,000 per award year. Colleges may award FSEOG to students who are enrolled less then half-time.

Federal Work-Study

Many colleges will offer students a Work-Study job as part of a financial aid package. This helps needy students earn their way through college while gaining valuable skills and work

experience. When taking correspondence courses toward a degree, this particular program may not apply, since many correspondence courses are out of state.

Federal Perkins Loans

Perkins Loans are very low-interest federal loans (5 percent) available for students who have financial need and are enrolled in a participating school.

The annual loan limit is $3,000 for undergraduate students and $5,000 for graduate student. The aggregate loan limits are up to $15,000 for undergraduate study leading to a bachelor's degree, and up to $30,000 for graduate or professional study. Higher annual and aggregate loan limits are available at schools participating in the new Expanded Lending Option. No interest is paid while enrolled in school at least half-time and repayment begins nine months after graduation, leaving school or dropping below half-time enrollment. Depending on the size of the loan, borrowers have up to 10 years to repay.

State Aid Programs

State Aid programs vary from state to state. Whether or not you would be eligible to receive state aid from your state while corresponding with an institution you are enrolled in, in another state, is unclear. Check with your current state as well as the state that you are taking classes from, by calling the

college or university you are enrolled in and any local institution own vicinity. Each state has a wide variety of programs to assist you in obtaining your degree.

Federal Stafford Student Loans

Federal Stafford Student Loans are for undergraduate, graduate, vocational or professional students who demonstrate financial need. The interest rate on Stafford loans is variable, not to exceed 9 percent.

Federal Unsubsidized Stafford Student Loans

Middle and higher income students may borrow for education costs in the federal unsubsidized Stafford Loan Program. Students may borrow within the same loan limits and interest rate as the regular Stafford loan program.

With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Stafford program. Borrowers pay a combined origination and insurance premium fee. Interest payments begin immediately after the loan is fully disbursed or may be added to the principal balance. Regular repayment begins six months after the borrower ceases to carry at least one-half of the normal full-time school workload.

Eligible students may borrow both a regular Stafford

loan and a Stafford Unsubsidized Student Loan, but the combined borrowing may not exceed the regular Stafford loan limits. Stafford loan limits for first-year undergraduate borrowers are prorated according to program length as follows:

$2,625 (one academic year),

$1,750 (2/3 of academic year),

$875 (1/3 of academic year.)

Second-year limits are prorated as follows:

$3,500 (full academic year),

$2,325 (2/3 academic year)

$1,175 (1/3 academic year).

The Federal Supplemental Loans For Students (SLS)

The Federal Supplemental Loans for Students (SLS) program is available to graduate, professional and independent undergraduate students (also dependent undergraduate students under exceptional circumstances as determined by a financial aid officer). The annual maximum graduate student loan limit is $10,000. Aggregate funds will be limited to $23,000 for undergraduates and $73,000 for graduate students.

The Financial Officer's Responsibility to YOU!

1. Inform you about all student aid programs and application requirements;
2. Determine the best type of financial aid program(s) to satisfy your need;

3. Explain how much aid you are eligible to receive;
4. give advice on financial planning and debt management
5. Counsel on how to balance an academic workload and a part-time job;
6. Refer you to books on sources of student funds;
7. Give advice about applying for a student loan, interest rates and payment schedules.

When speaking with a financial officer make sure to ask about the following programs;

Educational Opportunity Programs and Extended Opportunity Programs and Services (EOP & EOPS):

Provide grants, counseling/tutorial services to low-income disadvantaged students.

Cooperative Agencies Resources For Education (CARE):

A special support program of EOPS students who are welfare recipients, single parents, and have pre-school aged children. Eligible CARE participants are offered counseling, transportation, grants and services for child care, and textbook supplies.

Benefits For Special Groups:

VEAP is the Post-Vietnam Era Veterans Educational Assistance Program, authorized by Congress. This voluntary

program is for those who entered the service after December 31, 1976 and contributed to the VEAP fund while on active duty or had contributions made for them by the military. Monthly benefit payments for full-time training will match the number of months of contributions.

Service-disabled veterans may be eligible for vocational rehabilitation services and benefits from the U.S. Veterans Administration. These may include education or training to qualify for employment, counseling, tutorial assistance, and medical services. Payment will vary depending on the number of dependents.

The Montgomery G.I. Bill and the Montgomery G.I. Bill-Selected Reserve provide education benefits for individuals entering military service or the reserves after June 30, 1985. Complete information is available from the U.S. Department of Veterans Affairs offices in San Francisco, Los Angeles, or San Diego.

Federal education benefits are also available to veterans' dependents if the veteran (a spouse or parent) died in service, was totally disabled, or is still listed as missing in action.

(For more information, contact the local office of the U.S. Veterans Administration or call toll-free 1-800-827-1000)

Check in Your State for Special State Veterans Programs:

The State Veterans Programs assist the children of veterans who have a current service-connected disability or who died of a service-related death, spouses of totally service-connected disabled veterans, and widows of deceased veterans may be eligible to receive benefits. The benefit available is a waiver of registration and tuition fees, at any state community college or university.

For more information on the College Fee Waiver Program contact the College Office of Veterans Affairs, your local county Veterans Service office listed under "County Government," or the California Department of Veterans Affairs, P.O. Box 94295, Sacramento, CA 94295-0001 or call (916) 653-2573.

Disabled Students:

Most states offer disabled students services for those who have a disability severe enough to interfere with getting a job, but not so severe that they can't work at all.

If Eligible, benefits may include help with tuition/fees, books, tools, special equipment and transportation. All public schools and colleges, and many independent schools, have disabled student services. Remember that your student expense budget, as calculated by the college, should take into account all educational expenses necessary to accommodate your

disability.

The U.S. Department of Education has cassette recordings of financial aid information available for disabled students. It is free by writing: Cassette, U.S. Department of Education, Office of Student Financial Assistance, Room 4051, ROB-3, 400 Maryland Avenue SW, Washington 20202, or call 1-800-4FED-AID.

Aid for American Indians:

American Indian students may receive educational grants from the Federal Bureau of Indian Affairs (BIA). A student must be able to prove that he or she is a member of a federally recognized tribe.

The BIA requires applicants first to apply for a federal Pell Grant. Applications for BIA grants for California tribes are available by writing the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825, or call (916) 978-4680.

If you are an American Indian living outside of California, you can still write to the above address or call for the BIA grants available in your state.

Other Options:

Although the first priority is to apply for the major federal, state and campus-based sources of financial aid, a scholarship from a community or professional group, business, labor union, church or national foundation can help with college costs too.

Check into local community groups for educational assistance such as; Rotary, Elks Club, American Legion, 4H Club, Boy Scouts, Girl Scouts, Chamber of Commerce, PTA or others. These may include civic and fraternal organizations, religious and ethnic groups, or social clubs.

Reducing School Time:

Re-entry students might find that a school or college will give academic credit for job, volunteer, or travel experiences. The College Board's College-Level Examination Program (CLEP)* is a nationwide program of testing for college credit. Examinations are based on undergraduate courses in a variety of subjects at colleges nationwide. CLEP enables you to demonstrate the knowledge gained outside formal educational settings and provides colleges with information needed to recognize and reward that knowledge. For more information, contact:

CLEP, c/o The College Board

Western Regional Office, Suite 480, 2099

Gateway Place, San Jose, CA 95110-1017

* (See chapter on the University of the State of New York, Regents College for more information on CLEP and other testing programs)

* See Page 122

Where to Begin

Here are some reference books on financial aid. The following suggested reading list was compiled by librarians at California State University, Sacramento. You can find these books at your local library.

Annual Register of Grant Support Chicago: Marquis, Annual.

(Detailed descriptions of grant programs offered by a wide variety of organizations are given within broad subject categories.)

College Cost Book New York: Annual. College Entrance Examination Board

(Intended as a guide for prospective college students and their parents who are assessing the true costs of college and planning to meet these costs.)

College Financial Aid Manual New York: Prentice-Hall, Annual.

(Includes a list of more than 2,000 private scholarships, along with a helpful section on cooperative education programs.)

Directory of Financial Aids for Minorities San Carlos, CA: Reference Service Press, Biennial.

(Includes description of all types of financial aid

programs for minorities in the U.S.)

Directory of Financial Aids for Women San Carlos, CA: Reference Service Press, Biennial.

(Includes over 1,000 references to public and private sources of financial aid for women, including scholarships, fellowships, loans, grants, awards, and internships.)

Financial Aid for the Disabled and Their Families San Carlos, CA: Reference Service Press, Biennial.

(Describes over 400 financial aid programs that are open only to the disabled and their dependents.)

Free Money for College Laurie Blum, New York: Facts on File, 1992

(This book is a digest that pulls together information from a variety of directories. More than 1,000 grants and scholarships for undergraduate studies are listed by state, field of study, category of student, i.e., women and handicapped.)

Free Money for Graduate School Laurie Blum, New York: Henry Holt 1993.

(This reference identifies sources of private money for advanced degrees.)

Graduate Scholarship Book 2nd Ed. Englewood Cliffs: Prentice-Hall, 1990.

(Arranged by broad fields of study, includes descriptive listings of scholarships, fellowships, grants and loans.)

Grants for Graduate Students Princeton: Peterson's Guides, 1989-90

(A guide to fellowships, grants, and other programs of interest to graduate students in all fields.)

Higher Education Opportunities for Minorities and Women Annotated Selections: 1990.

(Available for $3.00 from the U.S. Government Printing Office, Washington, D.C. 20402.)

Proficiency Examinations (Testing Out)

Once you have found the college or university correspondence program that best suits you, then the next step is to find out what proficiency exams are accepted by that institution. The following list of institutions, universities and councils offer proficiency exams on many subjects that allow you test out for college credit. (Regents College accepts the following examination programs). The most frequently used programs are the first five on the list. The addresses can be found on page 80.

1. Regents College Examinations (RCE)
2. American College Testing/Proficiency Examination Program (ACT PEP)
3. College-Level Examination Program (CLEP)
4. Defense Activity for Non-Traditional Educational Support (DANTES) - Subject Standardized Tests
5. Graduate Record Examinations (GRE) - Subject Tests
6. Advanced Placement Examinations (AP)
7. Ohio University Examinations
8. Thomas Edison College Examination Program (TECEP)
9. University of North Carolina Examinations
10. New York University Foreign Language Proficiency Tests
11. American Council on Education Endorsed Examinations:

;American Chemical Society Exam
:American Payroll Association
;Automotive Service Excellence Examinations

;California State University English Equivalency Exam
;Cardiovascular Credentialing International (CCUI)
;Certified Professional Secretary Exam
;Defense Languages Proficiency Tests
;Foreign Service Institute Oral Proficiency Language
Assessment Program
;Institute for Certification of Computer Professionals Exam
;National Registry of Radiation Protection Technologists
;National Computing Centre
;Registered Professional Reporter Exam

Epilogue

Well folks, there are fifteen states in our nation that have colleges and universities that offer accredited Associates, Bachelors, Masters and Ph.D.s through correspondence. In other words, there are thirty-nine states that don't have these programs. Perhaps that is why you have never heard of these many wonderful opportunities. Now that you know about them, I hope it will open a new world for you as it did for me.

Whatever your circumstances in life today, there is a degree waiting for you. There is enough information contained in this book to get you well on your way to earning that important piece of parchment.

Never let anyone tell you that you are too old to get an education, or too poor, or too busy. House-wives, doctors, nurses, teachers, clerks, cashiers, assembly-line workers, and any other type of profession or job that you can think of that greases the wheels of America are all founded on some type of degree or training.

The fact that there are degrees out there that will give credit toward a degree for work experience, should give impetus to the most despondent.

Many of us adults that go back to school, find it is

very hard to keep from going head-to-head with the professors. After all, we have experienced life, and know it's hardships. It can be very difficult to sit in a college classroom and keep quiet when we disagree with what the professor is saying. Those of us who don't keep quiet, usually wish we had at the end of the semester.

Actually, there are many benefits to correspondence. There can be no subjectivity involved when grading, such as race, personality or disposition. You can also review lectures as often as you wish. By the way, I don't mean to cast a disparaging note on professors, however, it is a fact that no matter how objective an instructor tries to be, subjectivity always creeps in.

I would not try to discourage anyone from obtaining their education through the traditional classroom method. I have had the opportunity of being taught by some wonderful professors, who have left an indelibly positive impact on my personality and future. Which ever method you choose, I wish you all the luck in the world and the best and brightest of futures.

How to make your Degree work for you.

by, Nancy L. Taji B.S.,M.S.

Learn the many different ways to increase your earning potential with your degree.

So you went to college. You spent two to eight years studying subjects that would eventually pay off, yeilding the dividends of job security, retirement benefits, comprehensive health care for yourself and a future family and a salary that was at least three times the minimum job wage. The job placement office of the college or university probably told you that there is a high demand for your field of study and that 90-100% of all graduates were placed.

Armed with an unshakeable positive attitude made hurtling the History, Sociology, and Art History courses almost bearable.

With your degree in hand you set off to con quire the world. NOT! Welcome to reality. Sure, there are jobs out there if your circumstances allow you to traverse the nation. Actually the wage scale is not much different than minimum wage. There is the little technicality,that only the 3.6GPA"S and up,get to be placed through co-op and are eventually hired as full time employees.

You didn't actually get a degree in the Humanities field, or S Science without backing it up with a teaching certificate did you? Whats that? You couldn't afford another year for a teaching degree? Oh, I see, You really don't want to teach. With the economy the way it is, a teaching degree wouldn't make that much difference.

Now don't give up hope, there's always the fast food chain to climb up to the management positions. How about a Masters Degree. Thats another two years. Well, you can think about it while you pay off your student loans. Hey, don't feel bad, you've got six months to find a job before you start paying it back.

With all the knowledge that you have a quired , the Romans would have embraced you as a great scholar. You would have been pampered by Ceasers slaves, and had multitudes of students at your feet eager to hear your dissertations on many subjects, while standing on the steps of the great parthenon.

Knowledge of the Arts and Humanities, as well as the basic Sciences are obviously not as revered as they once were. Its difficult to find jobs for those of us versed in VonKlauswitz Triangular Theory of War, and the colors Reuben used for his nudes.

While the graduates of six to nine month drafting and L.P.N. courses are flooded with job offers, the Associate of Arts, Bachelor of Arts and or sciences are in employment limbo.

It is important to remember, that it is not the Degree that makes a person, but the person who makes the Degree. If you can't find a job, then creat one. If there isn't a door for you, then make one. With a little ingenuity and perservence you can creat for yourself a new vista of opportunities. Now is the time to become a maverick.

There are jobs just waiting to be created right in your neighborhood. Walk into your local community center and explain to them that they need to offer some adult enrichment courses. Show them your degree, and explain to them what courses you would like to teach, and your syllabus plan. Be positive and upbeat. Check with your local library and find out if they would like to offer lectures. The lectures may be free to patrons but they will probably pay you. If there are any museums around, look into being a guide and or speaker.

Get in touch with all the local highschools and put yourself on their tutorial list. Be versitile, if you have a computer,go on-line and place an ad on the bulliten board, offering ways to "Make your Degree Work for You". Write down all the different ways to make your

degree marketable. Perhaps you could write a short pamphlet on how to write a syllabus, how to study for exams, or how to deal with pre-exam stress. Think about writing your own book on the era of history you enjoyed most,(you know the era, its the one that you had your ideas on what actually happened and your teacher didn't agree). Do the same thing with your favorite art or science field, and advertise it on the computer network collecting a small fee. People that need their G.E.D.'s are always in need of instructers for various subjects. Take some courses through correspondecne on Adult Education Instruction, now the sky is the limit. To make yourself more marketable you need to be good at many things. Get the "Easy Guide to Accredited Degrees through Correspondence", you won't believe the courses that are available that will upgrade your professional career. Many of the courses that are offered through extended study are quite a bit less expensive that traditional classroom learning. All of the courses and Degrees offered in the book are Accredited from well respected Colleges and Universities. While working at a job that does not recognize your scholarly potential, you can work with your degree in your spare time. Start your own Art and Historian Club, Advertise in the local news, or on the computer. A small fee is required to join. Five to six members a month are published by your magazine. That's right, your magazine. Many people will join just for the chance to be published.

Thomas Edison State College
101 W. State St.
Trenton, N.J. 08608-1176
1-(609) 984-1150

Thomas Edison State College was established by the State of New Jersey and chartered by the New Jersey Board of Higher Education in 1972. The College was founded for the purpose of providing diverse and alternative methods of achieving a collegiate education of the highest quality for mature adults.

Thomas Edison State College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, and its programs are approved by the State of New Jersey Board of Higher Education. The Bachelor of Science in Nursing Program is accredited by the National League for Nursing.

Thomas Edison State College was created for and serves self-directed adult learners by offering the opportunity for qualified persons to earn college degrees and credits.

Those students best served by this institution are strongly motivated adult learners who have generally, though not exclusively, acquired or are acquiring college-level learning in non-collegiate settings and/or in previous college courses. The majority of students are able to earn credit through various assessment methods for prior learning. Credit for prior learning experiences include competencies developed through jobs, professions or careers; through previous non-collegiate post-secondary education; through formal learning experiences acquired in business, labor, military and other activities, along with special credentials.

Thomas Edison State College students are expected to enter the institution with sufficient background and maturity that will enable them to successfully complete a degree through independent study.

Students are expected to be at least 21 years of age and to possess a high school diploma or its equivalent.

Degrees offered;

Bachelor of Arts; Concentrations include ,Humanities, Natural Sciences/ Mathematics/ Social Sciences/History.

(Major Areas of Study)

African-American Studies, American Studies, Anthropology, Archeology , Art, Asian Studies, Biology, Chemistry, Communications, Computer Science, Dance, Economics, Environmental Studies, Foreign Language, Geography, Geology, History, Journalism, Labor Studies, Literature, Mathematics, Music, Philosphy, Photography, Physics, Political Science, Psychology, Religion, Sociology, Theater Arts, Urban Studies, Women's Studies.

Bachelor of Science in Business Administration;

(Major Areas of Study)

Accounting, Administrative Office Management, Advertising, Advertising Management, Banking, Data Processing, Finance, General Management, Hospital Health Care Administration, Hotel/Motel/Restaurant Management, Insurance, International Business, Logistics, Marketing, Management of Human Resources, Management Information Systems, Operations Management, Procurement, Public Administration, Purchasing and Materials Management, Real Estate, REtailing Management, School Business Administration, Transportation Management.

Bachelor of Science in Applied Science and Technololgy;

(Major Areas of Study)

Agricultural Mechanization, Air Traffic Control, Architectural Design, Aviation, Biological Laboratory Science, Biomedical Electronics,

Bachelor of Science in Applied Science and Technology continued;

(Major Areas of Study)

Chemical Laboratory Science, Civil Engineering Technology, Computer Science and Technology, Construction, Dental Hygiene, Electrical Technology, Engineering Graphics, Environmental Science and Technology, Electronics Engineering Technology, Fire Protection Science, Food Technology, Forestry, Horticulture, Industrial Engineering Technology, Laboratory Animal Science, Marine Engineering Technology, Materials Science, Mechanical Engineering Technology, Medical Laboratory Science, Nondestructive Evaluation, Nuclear Engineering Technology, Nuclear Medicine, Perfusion Technology, Radiation Protection, Radiation Therapy, Radiologic Science, Respiratory Therapy, Surveying, Technical Services in Audiology, Water REsources Management.

Bachelor of Science in Human Services;

(Major Areas of Study)

Art Therapy, Child Development Services, Community Education Services, Community Legal Services, Community Services, Counseling Services, Criminal Justice, Emergency Disaster Management, Gerontology, Health and Nutrition, Health Services, Health Services Administration, Health Services Education, Mental Health Services, Mental Retardation Services, Public Administration, Public Saftey Services, Recreation Services, Rehabilitation Services, Services for the Deaf, Social Services, Social Services Administration.

Bachelor of Science in Nursing ;

Admission to this program is restricted to anyone not currently holding a Registered Nurse Certificate, and living outside the state of New Jersey.

Associate in Arts;

This degree program includes a broad based spectrum of courses re quiring 48 credit hours in liberal arts and 12 credit hours in free electives. *(At the end of this chapter there will be a detailed outline on how Students enrolled at Thomas Edison State College can achieve college credits through a variety of methods)

Associate in Science in Natural Sciences and Mathematics;

21 semester hours are re quired in any one of the following subject areas; Biology , Chemistry, Computer Science, Mathematic, and Physics.

Associate in Science in Management;

(Options)

Accounting, Administrative Office Management, BAnking, Data Processing, Finance, General Management, Hospital Health Care Administration, Hotel/Motel/Restaurant Management, Insurance, International Business, Marketing, Management of Human Resources, Operations Management, Procurement, Public Administration, Purchasing and Materials Management, Real Estate, Retailing Management, School Business Administration, Transportation Management.

Associate in Science in Applied Scienc and Technology;

(Options)

Agricultural Mechanization, Air Traffic Control, Architectural Design, Aviation, Chemical Laboratory Science, Civil Engineering Technology, Computer Science and TEchnology, Construction, Electrical Technology,

Associate in Science in Applied Science and Technology continued;

Electronics Engineering Technology, Engineering Graphics, Environmental Science and Technology, Fire Protection Science, Food Technology, Forestry, Horticulture, Industrial Engineering Technology, Marine Engineering Technology, Materials Science, Mechanical Engineering TEchnology, Nondestructive Evaluation, Nuclear Engineering Technology, Surveying, Technical Services in Audiology, Water Resources Management.

Associate in Science in Public and Social Services:

(Options)

Child Development Services, Community Education Services, Community Legal Services, Community Services, Counseling Services, Crininal Justice Emergency Disaster Management, Mental Retardation Services, Public Administration, Public Safety Services, Recreation Services, Rehabilitation, Services, Services for the Deaf, Social Services, Social Services Administration.

Associate in Applied Science in Radiologic TEchnology;

The Associate in Applied Science in Radiologic Technology (AASRT) degree is intended to provide radiologic technologists with the opportunity to continue their education and widen career horizons. In order to be eligible for the degree, a student must be certified by either the New Jersey Licensing Board (Certified X-Ray Technologist) or the American Registry of Radiologic Technologists (Radiographer).

Methods of Earning Credit

at Thomas Edison STate College

I. Programs offered through Thomas Edison State College

A. Portfolio Assessment

The Portfolio Assessment is a comprehensive and flexible method of obtaining college credits. With the assistance of a counseler, the students compile a notebook detailing knowledge and skills they have acquired from past work experience such as, volunteer activities, training programs, hobbies, religious activities, homemaking skills, independent reading and special accomplishments.

The portfolio is the vehicle for demonstrating to an expert in the field what knowledge a student possesses in a particular course area.

Portfolio credits can be applied to a Thomas Edison degree, a degree at another institution, a certificate program or to meet licensing or job promotion requirements.

There is no limit to the number of credits that may be earned through the portfolio assessment process. The actual number will depend on the depth and breadth of a student's knowledge as well as the extent to which this learning is appropriate to the student's degree program.

.. Thomas Edison State College Examination Program (TECEP)

& (TECEP)

The Thomas Edison College Examination Program gives students an opportunity to earn college credit for knowledge gained through work, hobbies, independent reading or other activities. There are approximately 55 different examinations offered, covering a wide renge of liberal arts, business and professional areas.

C. Guided Study

The Center for Directed Independent Adult Learning (DIAL), offer Guided Study courses to students on an independent, distant learning basis. The course work is to be completed independently during a 16 or 20 week semester. No classroom attendance is required thus giving students greater flexibility in when and where they choose to study.

The Guided Study courses are structured around weekly readings, video and/or audio tapes and written assignments. It is required that the student take a proctored mid-term and final exam.

* (A proctored examination is an exam given in the presence of an individual who is responsible for supervising the student during the exam. A proctor can be a teacher, professor, principal or counseler. In other words any person in the students local community closley associated with an educational institution can serve as a proctor. Once you have chosen a proctor, the college or university will send them a form to fill out. You will be notified when the proctor of your choice has been accepted when they receive the exam).

D. Guided Study on CALL

The Computer Assisted Lifelong Learning (CALL) Network is Thomas Edison State College's computer facility for providing electronic access to many of the College's services. The CALL Network is similar to many of the popular computer networks, but is designed specifically and exclusively for the benefit of Thomas Edison State College students.

CALL is available 24 hours a day and is also available to anyone who is interested in learning more about the College.

THROUGH CALL, USERS CAN:

.request copies of their program plans and billing records

. search for independent study courses and/or college equivalency tests through on-line information packages

. use electronic mail(e-mail) to send and receive messages and assignments for on-line courses

. use e-mail to corespond with academic advisors, College offices and other students

. participate in on-line discussions

. use the Internet for resources such as on-line library and data base searches

* (At the present time, Thomas Edison State College is offering approximately 5-6 courses via CALL Network).

E. Cetificates

Certificates fulfill the needs of a variety of students with diverse backgrounds. To earn a certificate, a student must complete 18 semester hours in one professional area and another 12 of which are required credits. Inssome cases, certificates may be earned by those students not enrolled in a degree program but pursuing credits in a particular area in order to gain college-level knowledge and to have that knowledge academically recognized (put on a transcript).

There is no limit to the number of certificates that can be earned by a student. A total of thirty credit hours are required to complete a certificate. These credits can be earned through portfolio assessment, examination, and correspondence courses.

The Professional areas are;

Accounting, Administrative Office Management, Computer Aided Design, Computer Science, Data Processing, Electronics, Finance, Labor Studies, Marketing, Management of Human Resources, Operations Management, Public Administration.

* (The overall minimum grade point average for the certificate is "C" or 2.0).

F. LICENSES AND CERTIFICATES HONORED BY THOMAS EDISON STATE COLLEGE FOR COLLEGE CREDIT

There are many of us who have received on the job training in certain fields and went on to become certified, without ever spending time at an accredited college or university. Thomas Edison State College recognizes that many licenses and certificates should be academically accredited toward a students degree. The following is a list of professional certificates and licenses that Thomas Edison State College has translated into college credits. If you are presently holding a liscense or certificate that is not listed below, then you should contact the college to determine if it will be accepted as credit toward your degree, or be used in your portfolio.

HEALTH - RELATED PROFESSIONAL CERTIFICATIONS AND LICENSES	/SEMESTER HOUR CREDITS
Cardiovascular Registry-Invasive (CCI/NBCVT)	7 &
Cardiovascular Registry-Noninvasive (CCI/NBCVT)	12
Certified Cardiographic Technician (CCI-CCT)	6
N.J. Emergency Medical Technology-Ambulance (EMT-A)	4
N.J. Emergency Medical Technology-Paramedic (MICP)	16
Histotechnology (ASCP-HT)	4
Nuclear Medicine Technology (ARRT-RTN orNMTCB-CNMT or NJ-LNMT)	30
Nursing (RN) (For programs other than BSN)	up to 60
Radiation Therapy Technology (ARRT-RTT or NJ-LRTT)	32
RADIOLOGIC TECHNOLOGY (ARRT-RTR or NJ -LRTR)	see below
Hospital - based programs 1980 and subsequent	34
Hospital - based programs 1976-1980	20- 34
Hospital - based programs prior to 1976	20
Respiratory Therapy Technician (NBRC-CRTT)	44

AVIATION LICENSES AND CERTIFICATES — SEMESTER HOURS-

FAA Private Pilot Airplane License++++++++++++++++++++++++++++++++++++6

FAA Private Pilot Rotocraft License++++++++++++++++++++++++++++++++++++6

FAA Commercial Pilot Airplane License ++++++++++++++++++++++++++++++++12

FAA Commercial Pilot Rotocraft License ++++++++++++++++++++++++++++++++12

FAA Instrument Pilot Airplane License ++++++++++++++++++++++++++++++ 6

FAA Instrument Pilot Rotocraft License ++++++++++++++++++++++++++++++6

*(If a student holds both private pilot licenses the maximum credit award is 9 semester hours; for both commerical pilot licenses, 18 semester hours; and for both instrument pilot licenses, 9 semester hours)

FAA Flight Engineer ++ 6

FAA Flight Dispatcher ++ 7

FAA Flight Instructor Airplane Rating ++++++++++++++++++++++++++++++ 4

FAA Flight Instructor Instrument Rating ++++++++++++++++++++++++++++ 4

FAA Flight Navigator ++ 8

FAA Multi-engine Airplane ++ 2

FAA Airline Transport Pilot ++++++++++++++++++++++++++++++++++++++ 5

FAA Mechanic Certificate/Airframe and Powerplant RAting ++++++++++ 55

FAA Mechanic/Airframe ++ 27

FAA Mechanic/Power Plant++ 28

FAA Air Traffic Control Specialist ++++++++++++++++++++++++++++++ 60

BUSINESS CERTIFICATES

"Institute for the Certification of Computer Professionals";

Associate Computer Professional (ACP) ++++++++++++++++++++++++ up to 20

Certified Computer Programmer (CCP) ++++++++++++++++++++++++up to 23-24

Certified Data Processor (CDP) ++++++++++++++++++++++++++++up to 23-24

Certified Systems Professional (CSP) ++++++++++++++++++++++++++23-24

Diploma in Computer Studies ++++++++++++++++++++++++++++++++++++ 6

LICENSES AND CERTIFICATES HONORED CONT.....

Certified Payroll Professional (CPP) ++++++++++++++++++++++++++up to 11

Certified Professional Secretary (CPS) ++++++++++++++++++++++up to 33

*Awarde by the Institute for Certifying Secretaries.

Certified Public Accountant (CPA) ++++++++++++++++++++++++++++up to 33

Chartered Life Underwriter (CLU) ++++++++++++++++++++++++++++++up to 30

* Awarded by the Certification Board of The American College.

Chartered Financial Consultant (ChFC) ++++++++++++++++++++++++up to 30

* Awarded by the CErtification Board of the American College.

Chartered Property Casualty Underwriter (CPCU) ++++++++++++++++ up to 30

* Awarded by the American Institute for Property and Liability Underwriters.

Certified Financial Planner (CFP) ++++++++++++++++++++++++++++++up to

* Awarded by the College for Financial Planning.

Certified Employee Benefit Specialist (CEBS) ++++++++++++++++++++up to 34

* Awarded by the International Foundation of Employee Benefits Plans.

Certified Purchasing Manager (CPM) ++++++++++++++++++++++++++++++up to 9

*Awarded by the National Association of Purchasing management.

OTHER CERTIFICATES OR LICENSES HONORED

Automotive Service Excellence Exams (NIASE)

Automobile, 8 exams ++up to 19

Auto Body, 2 exams++up to 12

Heavy- Duty Truck, 6 exams++++++++++++++++++++++++++++++++++++++up to 27

New Jersy State Land Surveyor License ++++++++++++++++++++++++++++up to 7

Evelyn Wood Reading Dynamics Course ++++++++++++++++++++++++++++1

National Court Reporters Association

Registered Professional Reporter++++++++++++++++++++++++++++++++++ 21

Certificate of Merit ++3

LICENSES AND CERTIFICATES HONORED continued.....

Navy Basic Nuclear Power School (after 1961)++++++++++++++++++++++++41

Nuclear Regulatory Commission Reactor Operator or Senior Reactor.....

Operator License ++27

National Registry of Radiation Protection Technologists (NRRPT)+++++30

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*(Thomas Edison State College also accepts the College level examination programs listed in the chapter entitled "Testing Out".

Ohio University
Lifelong Learning Programs
301 Tupper Hall
Athens Ohio 45701-2979
1-800-444-2420

Ohio University has a rich history dating back to the Ordinance of 1787, which included a provision for establishing the school. The University was actually founded in 1804, making it the first institution of higher learning in the state of Ohio.

The Independent Study Degree Program offered through the Universities Office of Lifelong Learning reaches a wide number of students throughout the entire United States, and in many countries around the world.

The philosophy of learning is continually being viewed as a lifelong process, and Ohio University's nontraditional students are following this philosophy.

Degrees offered:

Associate in Arts;

Associate in Science;

Associate in Individualized Studies;

Associate in Applied Business;

Associate in Applied Science;

Bachelor of Specialized Studies

Associate in Arts/Associate in Science;

Both of these degrees provide a general liberal arts background

with emphasis on arts and humanities or social sciences, and science and mathematics.

The Associate in Arts degree requires 96 quarter hours of credit. This includes either 30 quarter hours of arts and humanities, 15 hours of social sciences, and 15 hours of natural sciences and/or mathematics; or 30 quarter hours of social sciences, 15 hours of arts and humanities, and 15 hours of natural sciences and/or mathematics. The remaining 36 hours are of the students own choosing.

* (In a quarter hour system one quarter hour is equal to .75 of one regular credit hour, therefore two quarter hours is 1.5 credit hours).

The Associate in Science degree also requires the completion of 96 quarter hours of credit. This must include 30 quarter hours of natural sciences and mathematics, 15 hours of arts and/or humanities. The remaining 36 hours may be chosen by the student..

Associate in Individualized Studies;

This degree is career-oriented and self-designed. The student is required to submit a proposal of their intended course of study and area of concentration. The area of concentration must contain a minimum of 30 quarter hours of credit.

Associate in Applied Business;

This two year program of study requires business management technology courses, related basic courses, and general education courses. The Associate's Degree in Applied Business prepares the student to assume paraprofessional positions in business, industry, and government. A total of 103 - 105 quarter hours are needed to complete this degree.

Associate in Applied Science;

The Associate in Applied Science is a two-year degree in security/ safety technology. This degree is designed for in-service security officers and men and women interested in careers in security. A minimum of 96 quarter hours is required.

Bachelor of Specialized Studies;

This degree, offered through Ohio University, provides the student with an opportunity to design an individualized four-year degree plan. The B.S.S. provides a method for pursuing specific career or academic goals which cannot be met through traditional degree palns.

The B.S.S. requires an area of concentration that totals no less than 45 quarter hours. The area of concentration must be given a name and connot duplicate a major which is currently offered on the campus. Students must complete at least 192 quarter hours, with a minimum of 90 hours at the 300-400 level. The B.S.S. degree program is initiated in proposal form and must include a written statement of rationale from the student. Students must have a 2.0 accumulative average and have a sophomore rank in order to submit a B.S.S. PROPOSAL.

Certificate Program in Business Management Technology;

A student must complete 50 quarter hours of selected study to receive the Certificate in Business Management. The entire program is approximately one year in duration.

Methods of earning Credits at Ohio University through the Lifelong Learning Program;

There are many ways of earning credits as an external student, such as transferring prior college credits from a regionally accredited institution to Ohio University, receiving credit for professional training in accordance with the guide lines specified by the American Council on Education, *(see chapter on testing out and Thomas Edison State College chapter listing certificates) and by receiving credit for military courses and training.

Ohio University offers the external student the option of enrolling in the Experiential Learning Program, where the student can receive credit for on-the-job training, seminars, workshops, hobbies, independent readings, as well as many other life experiences. This progam is similar in scope with the Portfolio Assessment. *(see chapter on Thomas Edison State College)

Prior to being accepted into the Experiential Learning Program a student must first enroll in EDCE 102. This is a four hour, graded independent study course, which helps the student ascess and document their experience,matching prior learning to specific courses offered at Ohio University. The course culminates in compiling a portfolio of learning. Once the portfolio is completed, it is then submitted to the appropriate faculty members for review to determine if it indeed matches what they teach.

A student may earn up to 25% or one-quarter of their degree

credits through Experiential Learning; for an associate degree, this would translate into 24 quarter hours, and for a four year degree this would be 48 quarter hours.

Independent Study at Ohio University;

Students enrolled in independent study courses at Ohio University have up to one year to complete a course. Students receive a detailed study guide which uses textbooks, cassette tapes, and/or other educational materials which allow the students to progress at their own pace. Correspondence with a faculty member is done through the mail. As a rule there are generally two proctored exams required, a mid-term and a final examination.

Another option for the external student includes taking course credit by examination. The student receives a brief syllabus and has little or no correspondence with a faculty member. The student is responsible for learning all the material and when he or she is ready,takes a proctored final examination. A course credit taken by examination can be difficult for a student that has no prior knowledge of the specific course.

The Independent Study courses and Courses by examination include a wide variety of subjects in many disciplins.
Contact the Independent Study Office for an updated list of courses.

Colorado State University
Division of Continuing Education
Spruce Hall, Fort Collins,
Colorado 80523
(303) 491-5288, FAX (303) 491-7885

Colorado State has a uni que mission in the state of Colorado and exemplifies the land-grant concept of a balanced program of teaching, research, extension, and public service. The University continues to make education and training accessible to deserving applicants from all classes and groups. The University has a reputation of excellence in the full range of instructional programs from the baccalaureate to the postgraduate level. The University accepts the concept of learining as a lifelong activity, which occurs in a variety of settings, and structures its education programs accordingly.

The Colorado SURGE (State University Resources in Graduate Education) Program epitomizes this concept.

Colorado State is accredited by: North Central Association of Colleges and Schools-Mature Status; Accrediting Board for Engineering and Technology; The Council on Education in Journalism and Mass Communication;American Assembly of Collegiate Schools of Business: American Chemical Society; American Assembly Council for Construction Education;American Medical Association; American Occupational Therapy Association; American Psychological Association; American Society of Landscape Architects; American Speech-Language-Hearing Association; American Veterinary Medical Association; Association for Marriage and Family Therapy; Council on Social Work Education; Foundation of Interior Design, Education, and Research; National Accreditation Council for Undergraduate and Graduate Curricula in Environmental

Colorado State University Accreditation;

Health; National Association of Industrial Technology; National Association of Schools of Music; National Council for Accreditation of Teacher Education; Society for Range Management; Society of American Foresters;

Colorado State Department of Education for training teachers also approves Colorado State. Women graduates are eligible for membership in the American Association of University Women.

The SURGE PROGRAM:

The Colorado SURGE (State University Resources in Graduate Education) program delivers graduate education to working professionals who cannot attend on-campus classes. SURGE was established in 1967 as the first video-based, degree-completion, graduate education program of its kind in the country.

Many students consider the flexibility of the SURGE program to be its greatest asset. If your job requires occasional travel or you have family responsibilities, you will find that SURGE allows you to view course materials at a time convenient to you.

The SURGE program consists of regular on-campus courses taught by Colorado State graduate faculty which are videotaped in specially equipped classrooms. This "teleclass" format ensures that the information being presented is timely and up-to-date. The tapes, along with handouts, are sent via UPS in two different modes. With the site mode, the tapes and other materials are sent participating sites. The sites make these tapes and materials available to students, provide information about the program, supply forms, proctor exams,

and return the tapes. Tapes normally reach Colorado students within four days after the on-campus taping and within five days for out-of-state delivery.

The second mode is the individual basis. Tapes and materials are sent directly to the student's home address on a regular basis and would reach the student within seven to ten working days after the on-campus lecture.

Delayed interaction with your instructor is made possible through the use of electronic mail, facsimile(FAX), computer communication, surface mail, and telephone office hours for faculty.

An average of 80 courses are taught each semester via SURGE, representing 17 departments in the Colleges of Agricultural Sciences, Applied Human Sciences, Business, Engineering, Natural Sciences, and Veterinary Medicine and Biomedical Sciences. Currently, over 600 students are enrolled at over 90 open and corporate sites throughout Colorado and the nation. During its successful history, over 400 students have completed graduate degrees.

SITES

There are two different classification of SURGE sites. Corporate sites, are established by employers for their employees and are not open to the public. "Open sites" are established in cooperation with local public libraries and community colleges to serve the needs of students in the community at large and are open to the public. Students wishing to enroll in courses in an area without an existing site should contact the SURGE Administration Office for assistance.

Establishing a SURGE open or corporate site is easy. The most appropriate person to act as a site coordinator at the libraries is

usually in the media center or for colleges in the continuing education office. For the corporate site, the education or human resource office is recommended. There is no charge to become a site. Establishing a site requires that someone agree to serve as a "site coordinator" and be the official contact person for the program. The site must be established no later than three weeks before the enrollment term begins.

The Degrees available through SURGE are:

Agricultural Engineering- M.S., Ph.D.

Business Administration- M.B.A.

Chemical Engineering- M.S., Ph.D.

Civil Engineering- M.S., Ph.D.

Computer Science- 2nd B.S., M.S.

Electrical Engineering-M.S., Ph.D.

Engineering Management Program- M.S., Ph.D. in Mechanical Engineering

Environmental Engineering Program-M.S.,Ph.D. in Agricultural Engineering or Chemical Engineering or Civil Engineering or Mechanical Engineering

Human Resource Development Program-M.Ed., in vocational Education

Industrial Engineering Program- M.S., Ph.D. in Mechanical Engineering

Management Program- M.S. in Business Administration

Mechanical Engineering-M.S., Ph.D.

Statistics- M.S.,Ph.D.

Systems Engineering and Optimization Program- M.S. ,Ph.D. in Agricultural Engineering or Chemical Engineering or Civil Engineering or Mechanical Engineering

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Colorada State Degrees Continued...

One of the most important Graduate School requirements is that a minimum of 24 credits must be earned at Colorado State, 21 of which must be earned after admission to the Graduate School. The requirements for graduate study are extensive and require careful review by degree-seeking candidates.

SURGE is a degree completion program . The Graduate Bulletin is free of charge and available by calling the Colorado State University Graduate School at (303) 491-6817.

THE MASTER'S DEGREE:

There is NO on-campus residency requirement to complete a master's degree.

There is a Plan A and a Plan B program os study. The former requires the preparation of a thesis. The thesis is typically a written formal document which addresses, in an original fashion, some important concern of the discipline. A theis involves significant independent work and academic credits are allowed for its preparation.
The Plan B degree does not require a thesis; instead, more credits are earned in other types of courses and/or scholarly paper is required.

All persons interested in degrees should apply for admission to the Graduate School as soon as possible.

Ph.D. DEGREE:

The Ph.D. is the highest academic degree offered by the

Colorado State Ph.D. cont.,....

University. Those who earn it must demonstrate significant intellectual achievement, high scholarly ability, and great breadth of knowledge.

A minimum of 72 semester credits beyond the baccalaureate is required and 32 credits must be earned at Colorado State after admission to a doctoral program.

Following admission to the Ph.D. degree program, the student must be on campus at Colorado State for at least two academic semesters (fall and spring), or two consecutive semesters, one of which may be a summer session, and earn at least nine credits each semester/session.

General Information:

Students interested in a degree should acquire additional information from the department in which studies are planned,by calling Jamie Switzer-Director of Distance Learning (303) 491-6269.